DOCUMENT RESUME

ED 383 849 CE 069 155

AUTHOR McNelly, Don E.
TITLE Tennessee Secondary Vocational-Technical Education Standards and Measures. Employer Satisfaction. 1994-1995.
INSTITUTION Tennessee Univ., Knoxville. Coll. of Education.
SPONS AGENCY Tennessee State Dept. of Education, Nashville. Div. of Vocational-Technical Education.
PUB DATE Jun 95
NOTE 151p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS Accountability; *Employer Attitudes; *Entry Workers; High School Graduates; *Labor Needs; Program Evaluation; *Satisfaction; Secondary Education; Surveys; *Vocational Education; Vocational Followup
IDENTIFIERS Employer Surveys; *Tennessee

ABSTRACT

For the third year, an Employer Satisfaction Survey collected ratings given by Tennessee employers to recent graduates recognized as secondary vocational-technical program completers. On a statewide basis, the average number of eligible employers per eligible program was 7.5. In total, the usable rate of return was 62 percent (798 employers). The survey form had nine items with a Likert response scale. The first five items pertained to the vocational program completers as employees; the other four pertained to the respective local secondary vocational-technical programs. Findings were reported on the following levels: statewide, by size of firm, districtwide, and by the classification of instructional program (CIP) statewide. According to the findings, statewide mean ratings from Tennessee employers continued to indicate that secondary vocational-technical completers were valued employees for entry-level jobs. The mean ratings for the local programs continued to be lower as a group than the mean ratings for the completers on the job. All the statewide mean ratings were above the standards set by the Tennessee State Board of Education. The secondary vocational-technical education programs in Tennessee continued to be relevant to meeting the Tennessee employer labor market needs. (The report includes 57 tables, 21 graphs and charts, and appendixes that contain the survey instrument and responses, 28 additional data tables, and respondents' comments.) (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 383 849

TENNESSEE
SECONDARY VOCATIONAL-TECHNICAL EDUCATION
STANDARDS AND MEASURES
EMPLOYER SATISFACTION
1994-1995

Prepared by Dr. Don E. McNelly
State Evaluation Project
Institute for Assessment and Evaluation
College of Education
University of Tennessee, Knoxville

Prepared for
Division of Vocational-Technical Education
June 1995

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D E McNelly

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE069155

BEST COPY AVAILABLE

TENNESSEE SECONDARY VOCATIONAL-TECHNICAL EDUCATION
STANDARDS AND MEASURES
EMPLOYER SATISFACTION
1994-1995

A Report Covering the Third State-wide
Employer Satisfaction Survey as One of the Four Approved
Standards and Measures for Secondary Vocational-Technical
Education Approved by the Tennessee State Board of Education

Submitted by
Dr. Don E. McNelly
Director
State Evaluation Project
June 1995

The views, opinions, and/or findings expressed in this report should not be construed as an official Tennessee Department of Education or The University of Tennessee position, policy or recommendation. The third state-wide study was made possible with funds provided by the Division of Vocational-Technical Education, Tennessee Department of Education and assistance from the Institute for Assessment and Evaluation, College of Education, UTK.

PREFACE

This report is the third Standards and Measures: Employer Satisfaction report which clearly demonstrates the value of secondary vocational-technical programs. The historical commitment to being accountable has been possible throughout the commitment and contributions by the state Department of Education, Division of Vocational-Technical Education. These state leaders recognized the value of securing systematic data and information from Tennessee employers as part of the Standards and Measures accountability efforts. They were willing to include employers when other states were not. Data and information from employers is the most relevant and useful source for how the secondary vocational program completers are meeting the labor market needs of Tennessee employers.

Other personnel recognized are: Ms. Sharon Yarbrough, Field Coordinator for the Evaluation Project. Ms. Yarbrough's contributions include but are not limited to conducting in-service sessions for many vocational-technical administrators and teachers. She also made many constructive suggestions for improving processes and procedures; Mr. Ross Owen, Graduate Research Associate in the Institute for Assessment and Evaluation spent many hours processing mailings and maintaining records for follow-up. In addition, Mr. Owen spent many hours telephoning Tennessee employers across the State; Dr. Morgan Gray, Computer Analyst for Agriculture Economics and Rural Sociology, made many computer runs and saved many hours as a result of his expertise; Ms. Elizabeth Whitson, Evaluation Project Secretary expertly entered the data and prepared the many tables for this report; and Dr. Russ French and Dr. John Ray, Directors for the Institute for Assessment and Evaluation for their support and assistance. Many local secondary vocational-technical education teachers and administrators, too numerous to list individually, are not forgotten.

State-wide mean ratings from Tennessee employers continue to indicate the secondary vocational-technical completers are valued employees for entry-level jobs. The mean ratings for the local programs continue to be lower as a group then the mean ratings for the completers on the job. All of the state-wide mean ratings were above the standards set by the Tennessee State Board of Education. The secondary vocational-technical education programs in Tennessee continue to be relevant to meeting the Tennessee employer labor market needs.

Don E. McNelly,
Director
State Evaluation Project

Table of Contents

Page

Preface..... ii

Table of Contents.....iii

List of Tables..... iv

List of Graphs and Charts..... ix

Introduction..... 1

- Standards and Measures..... 5
- Evaluations..... 5
- Interpreting the Ratings..... 8
- Reporting Format..... 11
- Accountability..... 11
- Role of the Evaluation Project Staff..... 12
- List of Employers..... 14
- Employer Responses..... 15

Up-Date From Related Literature..... 16

- Selected Literature..... 17
- Other Studies..... 21

Selected Conclusions From 1992-93 Tennessee Employers' Satisfaction Report..... 25

Employer Satisfaction Survey Findings..... 28

- State-wide Employer Satisfaction Survey Findings.. 28
- Firms with Less Than 50 Local Employees..... 34
- Firms with 50 to 150 Local Employees..... 37
- Firms with More than 150 Local Employees..... 37
- State-wide Survey Findings by CIP..... 38
- State-wide Survey Findings by District..... 42

Respondent Comments..... 63

Graphs and Charts..... 64

Conclusions and Discussions..... 86

References..... 95

Appendix A..... 96

Appendix B..... 98

Appendix C.....100

Appendix D.....109

Appendix E.....130

List of Tables

1. State-wide Number and Percent of Respondents by CIP and Size of Firm..... 31

2. Number and Percent of Responding Employers by Number of Entry-Level Persons Hired Last Year..... 32

3. Number and Percent of Responding Employers Who Would Hire Secondary Graduates Again by CIP..... 33

4. 1994-1995 Secondary Employer Satisfaction Survey - State-Wide Percentages..... 35

5. 1994-1995 Secondary Employer Satisfaction Survey - State-Wide Percentages Firms Less Than 50..... 36

6. 1994-1995 Secondary Employer Satisfaction Survey - State-Wide Percentages Firms 50 to 150..... 39

7. 1994-1995 Secondary Employer Satisfaction Survey - State-Wide Percentages Firms More Than 150..... 40

8. 1994-1995 Secondary Employer Satisfaction Survey - State-Wide Percentages CIP Code (01) Agriculture Education..... 44

9. 1994-1995 Secondary Employer Satisfaction Survey - State-Wide Percentages CIP Code (07) Business..... 45

10. 1994-1995 Secondary Employer Satisfaction Survey - State-Wide Percentages CIP Code (08) Marketing..... 46

11. 1994-1995 Secondary Employer Satisfaction Survey - State-Wide Percentages CIP Code (12) Cosmetology..... 47

12. 1994-1995 Secondary Employer Satisfaction Survey - State-Wide Percentages CIP Code (17) Allied Health..... 48

13. 1994-1995 Secondary Employer Satisfaction Survey - State-Wide Percentages CIP Code (20) Home Economics..... 49

14. 1994-95 Secondary Employer Satisfaction Survey - State-Wide Percentages CIP Code (21) Trade and Industrial..... 50

15. 1994-1995 Secondary Employer Satisfaction Survey - State-Wide Percentages CIP Code (46) Trade and Industrial..... 51

16. 1994-1995 Secondary Employer Satisfaction Survey - State-Wide Percentages CIP Code (47) Trade and Industrial..... 52

17. 1994-1995 Secondary Employer Satisfaction Survey - State-Wide Percentages CIP Code (48) Trade and Industrial..... 53

18. 1994-1995 Secondary Employer Satisfaction Survey - State-Wide Percentages CIP Code (52) Business and Office..... 54

19. 1994-1995 Secondary Employer Satisfaction Survey - State-Wide Percentages CIP Code (99) General Co-op..... 55

20. 1994-1995 Secondary Employer Satisfaction Survey - Percentages: District 1..... 56

21. 1994-1995 Secondary Employer Satisfaction Survey - Percentages: District 2..... 57

22. 1994-1995 Secondary Employer Satisfaction Survey - Percentages: District 3..... 58

23. 1994-1995 Secondary Employer Satisfaction Survey - Percentages: District 4..... 59

24. 1994-1995 Secondary Employer Satisfaction Survey - Percentages: District 5..... 60

25. 1994-1995 Secondary Employer Satisfaction Survey - Percentages: District 6..... 61

26. 1994-95 Secondary Employer Satisfaction Survey - Percentages: District 7..... 62

27. 1994-1995 Employer Satisfaction Analysis of Responses by Mail and Telephoning..... 97

28. 1994-1995 Secondary Employer Satisfaction Survey - Survey Form..... 99

29. State-wide Number and Percent of Responses By Item.....101

30. State-wide Number and Percent of Responses By Item 102

31. State-wide Number and Percent of Responses For Firms With Less Than 50 Local Employees By Item..... 103

32. State-wide Number and Percent of Responses By Item for Firms With Less than 50 Local Employees..... 104

33. State-wide Number and Percent of Responses for Firms With 50 to 150 Local Employees By Item..... 105

34. State-wide Number and Percent of Responses for Firms With 50 to 150 Local Employees By Item..... 106

35. State-wide Number and Percent of Responses for Firms With More than 150 Local Employees By Item..... 107

36. State-wide Number and Percent of Responses for Firms With More than 150 Local Employees By Item..... 108

37. State-wide Numbers and Percent of Responses Per Item Rating the Local Secondary Vocational Program by CIP 01..... 110

38. State-wide Numbers and Percent of Responses Per Item Rating the Local Secondary Vocational Program by CIP 01..... 111

39. State-wide Numbers and Percent of Responses Per Item Rating the Local Secondary Vocational Program by CIP 07..... 112

40. State-wide Numbers and Percent of Responses Per Item Rating the Local Secondary Vocational Program by CIP 07..... 113

41. State-wide Numbers and Percent of Responses Per Item Rating the Local Secondary Vocational Program by CIP 08..... 114

42. State-wide Numbers and Percent of Response Ratings Per Item Rating the Local Secondary Vocational Program by CIP 08..... 115

43. State-wide Numbers and Percent of Responses Per Item Rating the Local Secondary Vocational Program by CIP 12..... 116

44. State-wide Numbers and Percent of Responses Per Item Rating the Local Secondary Vocational Program by CIP 12..... 117

45. State-wide Numbers and Percent of Responses Per Item Rating the Local Secondary Vocational Program by CIP 17..... 118

46. State-wide Numbers and Percent of Responses Per Item Rating the Local Secondary Vocational Program by CIP 17..... 119

47. State-wide Numbers and Percent of Responses Per Item Rating the Local Secondary Vocational Program by CIP 20..... 120

48. State-wide Numbers and Percent of Responses Per Item Rating the Local Secondary Vocational Program by CIP 20..... 121

49. State-wide Numbers and Percent of Responses Per Item Rating the Local Secondary Vocational Program by CIP 46..... 122

50. State-wide Numbers and Percent of Responses Per Item Rating the Local Secondary Vocational Program by CIP 46..... 123

51. State-wide Numbers and Percent of Responses Per Item Rating the Local Secondary Vocational Program by CIP 47..... 124

52. State-wide Numbers and Percent of Responses Per Item Rating the Local Secondary Vocational Program by CIP 47..... 125

53. State-wide Numbers and Percent of Responses Per Item Rating the Local Secondary Vocational Program by CIP 48..... 126

54. State-wide Numbers and Percent of Responses Per Item Rating the Local Secondary Vocational Program by CIP 48..... 127

55. State-wide Numbers and Percent of Responses Per Item Rating the Local Secondary Vocational Program by CIP 99..... 128

56. State-wide Numbers and Percent of Responses Per Item Rating the Local Secondary Vocational Program by CIP 99..... 129

57. Comments From Respondents By CIP Code..... 131

List of Graphs and Charts

1. 1992-1995 State-Wide Employer Satisfaction Item 3A, Quantity of Work..... 65

2. 1992-1995 State-Wide Employer Satisfaction Item 3B, Quality of Work..... 66

3. 1992-1995 State-Wide Employer Satisfaction Item 3C, Technical Skills..... 67

4. 1992-1995 State-Wide Employer Satisfaction Item 3D, Academic Skills..... 68

5. 1992-1995 State-Wide Employer Satisfaction Item 3E, Employment Skills..... 69

6. State-Wide Secondary Vocational Program Ratings Item 4A, Relevance to Workplace and Occupations..... 70

7. State-Wide Secondary Vocational Program Ratings Item 4B, Realistic for Current and Future Labor Market Needs..... 71

8. State-Wide Secondary Vocational Program Ratings Item 4C, realistic for Areas of Emerging Technologies..... 72

9. 1992-1995 State-Wide Employer Satisfaction Item 5, Value of Program in Meeting Your Labor Market Needs..... 73

10. 1992-1995 State-Wide Employer Satisfaction Survey - All firms..... 74

11. 1992-1995 State-Wide Employer Satisfaction Percentages: All Employers were asked, "Would you hire again?"..... 75

12. 1994-1995 State-Wide Employer Satisfacton Percentages: All Employers were asked, "Would you hire again?"..... 76

13. 1994-1995 State-Wide Employer Satisfaction Percentages: Employers with less than 50 employees were asked, "Would you hire again?"..... 77

14. 1992-1995 State-Wide Employer Satisfaction Percentages: Employers with less than 50 employees were asked, "Would you hire again?"..... 78

15. 1992-1995 State-Wide Employer Satisfaction Survey - Firms with less than 50 employees..... 79

16. 1994-1995 State-Wide Employer Satisfaction Percentages: Employers with 50 to 150 employees were asked, " Would you hire again?"..... 80

17. 1992-1995 State-Wide Employer Satisfaction Percentages: Employers with 50 to 150 employees were asked, "Would you hire again?"..... 81

18. 1992-1995 State-Wide Employer Satisfaction Survey - Firms with 50 to 150 Employees..... 82

19. 1994-1995 State-Wide Employer Satisfaction Percentages: Employers with more than 150 employees were asked, "Would you hire again?"..... 83

20. 1992-1995 State-Wide Employer Satisfaction Percentages: Employers with more than 150 employers were asked, "Would you hire again?"..... 84

21. 1992-1995 State-Wide Employer Satisfaction Survey - Firms with more than 150 employees..... 85

INTRODUCTION

Why is it important to find out what Tennessee employers know about Tennessee secondary vocational-technical program completers as entry-level employees? The answers to this question will vary depending on each person's current or long standing belief system. To those who already know what is good for the state, county or local school system or young people, the findings from a state-wide survey may be of minimal value. To those having to make decisions with respect to allocating scarce resources for determining what gets funded and what must go, the findings from this state-wide survey could be of value. Public education in general and secondary vocational-technical education in particular have their share of critics. Some of the critics may be defined as coming out after the battle and shooting the dead and wounded. Perhaps, we should hear from employers that have recently hired the products (vocational program completers) from a wide variety of secondary public schools and vocational-technical education programs.

This is the third annual report dealing specifically with what ratings Tennessee employers have given to recent graduates recognized as secondary vocational-technical program completers. The state-wide findings have varied very little during the past

three years. The state-wide findings for small, medium and large sized firms have varied very little during the past three years. The responding Tennessee employers have hired these young vocational-technical program completers and have provided ratings comparing them to other entry-level employees.

Why is this information important? Vocational-technical programs have been funded at the federal level since 1917 - primarily as incentives to states to offer programs that were employment related in secondary schools because our employers needed skilled workers that weren't available from traditional secondary education. The vast majority of jobs in this country continue to be with small firms, not with the Fortune 500. The small, local firms rely on the available pool of local, skilled workers. These small firms are (in most cases) not as active politically or as visible as their counterparts from the Fortune 500 companies. And yet, these employers from the Fortune 500 have added zero (0) jobs during the past fifteen years. Why is this information important? Because it clearly demonstrates that secondary vocational-technical program completers are valued as entry-level employees. An overwhelming majority of the Tennessee Employers, for three years, have indicated they would hire the program completers again.

It should be readily evident that all vocational-technical programs are not equally perceived by Tennessee employers. Likewise, all public schools in Tennessee are not perceived as being equal with respect to funding, variety of courses offered or winning football teams, to mention a few. However, many of the local schools are taking serious the mandates for reform and are implementing the latest research, namely, raising student expectations, raising academic standards, integrating vocational-technical and traditional academic education, involving local employers in a wider variety of ways with vocational-technical programs, and, involving parents with a four year plan of study for their children. It should also be readily evident that reform initiatives take time, and the results may not be available for several years. In other words, measures for accountability purposes should be continued - or we will not know the effects of the reform initiatives.

On the national level, according to the 1994 National Assessment of Vocational Education, the percentage of students concentrating in a vocational program area (earning at least three credits) dropped by 28 percent from 1982 to 1992. For those specializing in a career field (earning a minimum of four credits, with at least two at an advanced level), there was a 39

percent decline. Tennessee has very recently passed the two-path plan which should greatly facilitate the strengthening of all students' educational experiences while in high school. Secondary schools in Tennessee are increasingly adopting or adapting 4-Block scheduling which should enable all students to earn more academic credits and vocational-technical credits thus graduating from high school with increased academic and occupational skills. The effects of this reform will also remain unknown if measures of assessment and evaluation are not continued under the accountability umbrella.

The past three years, employer satisfaction ratings have been impressive. As the above-mentioned reform initiatives are implemented in Tennessee secondary schools, Tennessee employers should have a pool of local vocational-technical program completers with higher academic and occupational skills. With the absence of a national workforce policy, and the possibility of block grants from the federal to the states, local educational systems should remain as active participants with respect to what vocational-technical programs should be offered and be encouraged (funded) to continue to provide valued employees to Tennessee employers.

Standards and Measures

The Carl D. Perkins Vocational and Applied Technology Act of 1990 (Perkins II) stipulates that local educational systems will provide data and information pertaining to Standards and Measures passed by the State Board of Education. The absence of National or State data and/or information reflecting the benefits of vocational-technical education was one of the driving forces requiring each state to secure measures under their Standards and Measures. This report is limited to Standard IV Employer Satisfaction, "An average or above average rating from employers of vocational-technical completers shall be maintained." The measurement for Standard IV states, "Employers of vocational-technical completers will be surveyed through the vocational evaluation process annually. Approximately 25% of the programs are evaluated annually." Standard IV Employer Satisfaction was implemented and initial assessments were made in 1992-93. This report covers the third year for securing ratings from Tennessee employers. One year remains in order to cover all programs which would be for the 1995-96 school year.

Evaluations

Tennessee continues to conduct on-site secondary vocational-technical program evaluations. The State Evaluation Project has

provided these services since 1987. All the secondary school systems' vocational-technical programs in Tennessee are evaluated by the State Vocational Program Evaluation System (State System) or the Southern Association of Colleges and Schools (SACS). Operationally, the State System is annually coordinated with the SACS system. The local systems electing to have their programs evaluated by SACS have the option of substituting SACS or to have their programs evaluted by the State System. The local educational systems not participating with SACS are included in the State System. All local educational systems scheduled by SACS or the State System within each year participate in Employer Satisfaction by submitting lists of employers from their eligible programs.

Each secondary school system was formally notified of their eligibility for participating in securing data and information pertaining to Employer Satisfaction. Local in-service programs were conducted by the State System staff when requested. In addition, the local systems were notified by telephone and provided guidelines and forms to be used in securing the information and data.

Local vocational-technical programs preparing secondary students for entry into employment were eligible for

participation. Secondary vocational-technical programs such as Consumer Home Economics, Industrial Arts and other similar programs were not eligible. Similarly, not all students participating in the eligible vocational-technical programs could be considered as program completers. A program completer was operationally defined as a secondary student who had completed two or more years of the same program.

Each teacher from an eligible program was requested to provide a listing of 10 employers where program completers were employed during the previous three years. Supervisors' names and telephone numbers were requested as well as the name of the firm and address. Non-responding employers were sent a second letter requesting their participation. A personal telephone call was placed to non-responding employers in order to secure five usable survey forms for each eligible program.

Usable survey forms were processed and included in the data sets. Reasons for unusable survey forms ranged from refused to participate to incomplete information provided. Letters returned with insufficient addresses were included in the non-responding category. Similarly, employers telephoned had usable survey responses as well as those refusing to participate or unable to provide the requested data and information.

On a state-wide basis, the average number of eligible employers per eligible program was 7.5 compared to 6.4 for 1993-94 and 7.8 for 1992-93. In total, the usable rate of return was 62.0 compared to 52.5% for 1993-94 and 60.6% for 1992-93. The percent of eligible employers accounted for was 76.9 compared to 71.6% for 1993-94 and 67.5% for 1992-93. Please refer to Appendix A for summary tables by coded system and state-wide.

Interpreting the Ratings

The Employer Satisfaction Survey form (see Appendix B) has nine items with a Likert response scale ranging in value from Poor=1, Adequate=2, Good=3, and Excellent=4. The responding employers indicated their rating by circling one response per item. The number of responses vary from one item to another due to the responding employers omitting one or more item ratings. The omissions are not deemed a problem due to the large number of respondents, especially at the state and district-wide levels. The lowest level of data was at the individual program level. Individual system and program results are not included in this report. Not all eligible programs had five or more responding employers. As the number of responses increase for each level, so does the level of confidence for the respective level for reporting. The level of confidence in the rating values range

from the highest for the state-wide to the lowest at the individual program level.

The Employer Satisfaction Survey form Likert items may be grouped into two categories. The first five items, or items 3A through 3E, pertain to the vocational program completers as employees, and items 4A through 4C and 5 pertain to the respective local secondary vocational-technical programs. Item values are reported from the state-wide to the district level for this report. Individual system-wide and individual program levels are not included in this report.

Individual system-wide and specific program ratings are not included in this report for several reasons, namely, 1) in some instances the usable returns are low, 2) local systems would be tempted to compare one program to another without regard to the number of usable responses, 3) too many variables cannot be controlled at the place of employment due to each respondent reacting to a variety of unique circumstances, and 4) too many differences between systems and programs cannot be controlled. However, at the state-wide level, the mean item values should be perceived as stable due to the very high number of respondents. Also, the mean item values for items 3A through 3E reflect the employers rating the value of the entry-level skills for

secondary vocational-technical completers to other entry-level employeees. Therefore, no attempt has been made to make any inference beyond the entry-level stage.

Likewise, the four items pertaining to the local secondary vocational-technical programs have many variables that cannot be controlled by the researchers or the respective local teacher. The quality of individual programs vary in part due to operational decisions and financial support at the local level. Local secondary administrators and teachers should be reminded that the item mean values are perceptions of the employers about vocational competers and the respective vocational-technical programs and not a perception about individual teacher's performances. These item mean values should be perceived as employer perceptions about the programs. In some instances where an item mean value is low compared to other items or to the state-wide item mean values, this should be an indicator that improvement is needed. Improving program relevance to the work place for meeting current and future labor market needs or emerging technologies could be interpreted in part to securing instructional equipment that is currently in use by business and industry. Operationally, local secondary systems were informed that a mean rating of 2.0 or below would indicate improvement is

needed.

The item mean values for employees and local secondary vocational-technical program completers are perceptions by the responding employers. Low item mean values of 2.0 or below should be interpreted as indicator that improvements are needed. As a general broad observation, it may be easier to improve programs by securing up-to-date instructional equipment than it would be to improve poor student attitudes and their general academic skills.

Reporting Format

In order to simplify the reporting of the findings for the various levels, all findings are reported onto a modified survey form. The Employer Satisfaction Survey Form (Appendix B) was modified for reporting purposes by eliminating some of the general instructions to the respondents. The Likert item response values were also eliminated to provide room for inserting the mean value for the respective items.

Accountability

A variety of Standards and Measures have been approved by the respective State Boards of Education. Each State Board had the flexibility of selecting from a variety of areas for performance Standards and Measures. The Tennessee State Board of

Education did approve four Standards and Measures. All four Standards and Measures were operational during the 1993-94 school year. This report is limited to Standard IV: Employer Satisfaction in their Standards and Measures. Ratings from employers who hire the secondary vocational-technical program completers are important. Planning for improvements, especially for vocational-technical programs, should include inputs from employers of the secondary vocational-technical program completers.

Systems and/or individual programs with low mean ratings should be given local attention to ascertain how improvements can be implemented over time. Specific suggestions for improving programs must come from within the local system. Low mean ratings are indicators that program improvement is needed.

Role of the Evaluation Project Staff

The evaluation project staff provided assistance working with the local educational systems in securing the responses from the Tennessee employers. Each eligible local educational system was notified and provided with directions and the necessary forms. The local vocational administrator secured the completed employers lists and mailed them to the evaluation project. Personalized letters were mailed to all supervisors when the

names were provided. Non-personalized employer letters were addressed to the manager. All non-responding supervisors or employers were sent a follow-up letter for specific local programs with less than five usable survey forms. For programs with less than five usable survey forms after the second mailing, the listed supervisors or employers remaining were telephoned until five usable forms per program were secured or the list of eligible employers were exhausted.

Expenses for securing usable responses were held to a minimum by mailing the follow-up letters to non-respondents. Telephone calls to secure usable responses were made to the non-resonding employers. Each secondary vocational-technical program list of eligible employers was utilized in an effort to secure five usable returns. In some cases, time was limited due to eligible systems returning the employer lists late.

Data were entered, verified and submitted for analysis on the mainframe computer at the Computing Center at the University of Tennessee, Knoxville campus. A pilot computer run was conducted and the printout results compared to the original survey forms and hand calculations. This procedure was followed in order to have confidence in the printouts and to better ensure reliable, valid findings. The Employer Satisfaction Survey form

has a .92 internal consistency reliability coefficient.

The project staff continues to strictly enforce the confidentiality of the respondents. Anonymity was promised and will be maintained. No individual employer or program completer will be indentified in this or other reports.

List of Employers

Local secondary vocational-technical teachers from eligible programs were requested to provide supervisor names, phone numbers and the name of the business and address. This continues to be a difficult task for many of the teachers of eligible programs. Local educational systems have already been notified pertaining to their eligibility to participate next year in meeting the requirements in Perkins II Standards and Measures.

The number of employers per eligible program varied due to a low number of program completers over the previous three years and other reasons. For instance, some employer lists included ineligible employers due to more than one listing going to a specific supervisor or employer. The same employer could be listed up to three times providing a different supervisor was listed. The number of employers were further reduced due to insufficient addresses or incomplete listings. In general, the listings from eligible secondary vocational-technical teachers

who provided accurate and comprehensive information had higher rates of usable returns.

Employer Responses

Employers were requested to provide ratings on three items (4A, B, and C) pertaining to the relevancy of a local secondary vocational-technical program meeting labor market needs of employers. All employers do not have the same level of knowledge about the local secondary vocational-technical program(s). The mean ratings are reported at face value. The number of responding employers across the State adds credibility to the reported mean ratings.

The findings are reported on the following levels: State-wide, by Size of Firm, District-wide, and by the Classification of Instructional Program (CIP) state-wide. No individual employer or program completer has been identified in this report. In instances where multiple levels are included in one table, the reporting is intended to assist the reader in comparing results over a broader level or category.

UP-DATE FROM RELATED LITERATURE

Instead of reporting traditional related literature, the only additions will come from selected findings from "Status of Secondary Vocational Education" conducted and reported by the National Center for Education Statistics and MPR Associates Inc. (MPR): National Education Longitudinal Study, Second Follow-up, 1992, and High School and Beyond 1982 Sophomore Cohort.

1. Between 1982 and 1992, the average member of credits public high school graduates earned in academic subjects rose, while the average number of credits earned in vocational education fell. During this period, academic course taking was up 22 percent and vocational course taking was down by 17 percent.
2. Only eight percent of the 1992 public high school graduates completed four or more credits in a single occupational program area with at least two of those credits beyond the introductory level. In contrast, 32 percent specialized in the college prep curriculum. A majority, 60 percent failed to meet the criteria for either the college prep or vocational specializations.
3. Among 1992 public high school graduates, members of special populations, generally completed more

occupationally specific courses than did other graduates. Students who had accumulated more remedial credits, were disabled, came from lower socioeconomic backgrounds, and had lower grade point averages, earned a greater number of occupationally specific credits than did other students.

4. Business was the most popular occupational program, with more than half of 1992 public high school graduates completing at least one business course. The next most popular program was trade and industrial, followed closely by technical and communications.

5. Gender gaps. Men were more than twice as likely to have completed at least one course in agriculture, 14 percent compared to five percent, and 54 percent to 16 percent for trade and industrial. Women were more than three times as likely as men to have completed at least one course in occupational home economics, 17 percent to five percent. Women were also twice as likely as men to complete courses in health.

Selected Literature

Findings previously repeated in the first and second Employer Satisfaction reports are repeated for emphasis.

National Assessment of Vocational Education: Interim Report to Congress by the Office of Research and Improvment, U.S. Department of Education, 1994:

1. Both secondary and post-secondary vocational teachers have less formal education than academic teachers. While virtually all academic teachers and faculty members have at least a bachelor's degree, 12 percent of secondary vocational teachers and 15 percent of post-secondary occupational faculty do not. Further, studies of vocational teacher educaton in colleges and universities suggest insufficient preparation in academic education especially math and science.
2. The tendency for vocational teachers to have less formal education and more occupational experience than academic teachers is most pronounced in trade and industrial education (T&I). Forty-five percent of secondary T&I teachers and 33 percent of those in post-secondary institutions have less than a bachelor's degree.
3. Judging from secondary vocational teachers' assessments of their ability to teach academic subjects, and from academic teachers' assessments of their ability to

teach occupational subjects, they have enough knowledge in common to begin the process of integrating curricula. In the longer run, though, a great deal more preparation will be needed on both sides.

4. Vocational education students who complete many courses in a vocational program area and find jobs related to their training, have higher earnings and less unemployment over time than those with a more general background. In addition, individuals with a higher concentration of course-work are more likely to find a training-related job.

5. Throughout all the studies, it appears that women who take vocational educational courses have better economic outcomes, in terms of both wages and employment, than do their counterparts. This effect is particularly strong for women in the fields of business and health who complete degrees and find jobs wherein they can use their vocational skills.

6. Secondary students with disabilities derive a number of benefits from vocational course taking, both in school and in the labor market.

7. It appears that students who stay in school, even though they are at risk of dropping out, do so because of social and psychological factors not necessarily related to the curriculum.

8. The data suggests that the Perkins Act does have an impact on local programs. School districts receiving Perkins basic grant funds: a) provide more services for special populations, b) have taken more steps to inegrate their curricula, and c) have taken more steps to develop tech-prep programs than their unfunded counterparts.

9. There is evidence of resistance to integration because it would require changing long-established assumptions and patterns of behavior. The resistance seems to be stronger among academic teachers and administrators, but it is by no means absent on the vocational side. Special population students are becomming more concentrated in vocational courses, a trend that may tend to increase the seperation of the two spheres.

10. Fifty-five percent of vocational teachers in our national survey say that the placement of problem students in vocational programs, regardless of

appropriateness, is a serious problem...the risk in broad-brush efforts to include more and more special population students in vocational education, is that an increasing number of placements will not be in the best interest of the students involved.

11. There is evidence that "contextualized learning", that is education in a context that enables students to relate school work to the world outside of school, is a more effective pedagogical approach than traditional education, with its emphasis on knowledge for its own sake.

12. Only a minority of students enter community colleges directly after high school, and many enrollees do not complete associate degrees.

Other Studies

1. Young workers, particularly the non-college bound, and small firms are inextricably limited, and vocational-techinical education is critical to both (Gray and Wang, 1989).

2. Two-thirds of the employers responding to a study in Georgia said that 50 percent of new hires needed vocational training (Stonehouse, 1987).

3. Employers should be given the opportunity to help with skill training programs and assist in developing curriculum. The needs of small business were cited as being particularly pertinent because they will make up the majority of new jobs in the future (Wilms, 1984).

4. The majority of Tennessee employers, 92.1 percent of the respondents, indicated secondary schools should emphasize preparing for entry-level employment (McNelly, Pierce and Blowers, 1990).

5. Tennessee employers desire entry-level employees to have prior work experience in a similar job, high school vocational education, and cooperative education on-the-job training (Petty, McNelly and Searle, 1989).

6. The majority of the employers in Tennessee--small and medium-sized firms--value two-year skill training in secondary vocational education the highest. Employers in Tennessee value the high school diploma, two-year skills training in secondary vocational-technical schools and two-year technical community college degrees as types of education background for entry-level employers (McNelly, Petty, Thomas and Mann, 1991).

7. Employers in Tennessee are supportive of high schools placing equal emphasis on placement into employment and continuing education (McNelly, Petty, Thomas and Mann, 1991).

8. Tennessee employers are supportive of general employment skills being reinforced through regular academic courses for disadvantaged (below academic skill level) students. The larger the firm, the more they are supportive of reinforcing general employment skills for disadvantaged students through regular, academic courses (McNelly, Petty, Thomas and Mann, 1991).

9. Increased graduation requirements and entrance requirements for higher education are causing changes in the way high schools are emphasizing the college preparatory track. It appears increased graduation and entrance requirements have fostered an even greater emphasis on preparing for college. Tennessee parents and high school students feel very strongly that today's high school student should also be prepared for the world of work upon graduation. The problem seems to be that today's high schools are not providing an

equal emphasis for preparing for work and preparing for college (McNelly, Mann and Petty, 1990).

SELECTED CONCLUSIONS FROM 1993-94

TENNESSEE EMPLOYERS' SATISFACTION REPORT

1. The reported mean ratings have confirmed last year's finding with respect to serving as indicators of the Tennessee employers' perceptions of: (1) the value of secondary vocational graduates' entry-level skills to other entry-level employees; (2) relevance of local secondary vocational-technical programs to meeting their labor market needs; and (3) how valuable the secondary vocational program has been in helping them meet their labor market needs.
2. The responding Tennessee employers continue to value the entry-level skills of the secondary vocational graduates to other entry-level employees on the following items:
    (1) Quantity of work
    (2) Quality of work
    (3) Job related technical skills
    (4) Basic academic skills
    (5) General employment skills
3. The responding Tennessee employers continue to perceive the local secondary vocational-technical education programs as relevant to meeting their labor market needs on a state-wide

basis on the following items:

(1) Relevance to the work place and to occupations for which students are to be trained.

(2) The extent to which local programs are realistic for current and future labor market needs.

(3) The extent to which local programs are realistic for areas of emerging technolgies.

(4) The secondary vocational-technical education programs continue to be perceived as valuable to Tennessee employers in working with their labor market needs.

(5) A very high percentage of the responding Tennessee employers state-wide would hire secondary vocational completers again for entry-level employment.

(6) A very high percentage of the responding employers for each category by size of firm would hire secondary vocational-technical completers again for entry-level employment.

(7) Employer satisfaction ratings should continue to be an important part of the mix of indicators for public school accountability.

(8) District-wide findings should not be compared from one district to another.

(9) CIP state-wide findings should not be compared from one CIP to another.

(10) The local secondary vocational-technical programs need assistance in order to remain relevant to meeting local employers labor market needs to better enable improvement over time.

(11) The local secondary vocational-technical teachers need assistance in providing the requested information.

(12) Employer satisfaction ratings are for the eligible secondary vocational-technical programs. Employer ratings are not measures of the eligible program teacher's teaching.

EMPLOYER SATISFACTION SURVEY FINDINGS

This report covers the third year for Standards and Measures IV: Employer Satisfaction, an average or above average rating from employers of vocational-technical completers shall be maintained. Standard IV Measurement: Employers of vocational-technical completers will be surveyed through the vocational evaluation process annually. Approximately 25% of the programs are evaluated annually. The data are reported state-wide, by size of firm, district-wide and CIP state-wide. The first year and second year findings will be discussed in conjunction with the third year findings. No statistical comparisons were computed between the three years.

An internal consistency reliability coefficient of .92 was established for the nine Likert items in the Employer Satisfaction Survey. A Cronbach Coefficient Alpha program was utilized through the Computing Center at UTK.

A total of 798 employers responded to this survey. The responding employers did not provide responses for all categories or questions. Therefore, the numbers and percentages will vary from one item to another within categories. During the first survey, a total of 1,254 employers responded and 995 the second survey year. Firms with less than fifty local employees

accounted for 513 or 65.6 percent compared to 71.2 percent last year of the total responding. Firms with 50 to 150 local employees accounted for 136 or 17.4 percent compared to 15.7 percent last year of the total responding. Firms with more than 150 local employees accounted for 133 or 17.0 percent compared to 13.1 percent last year and 16.1 percent the first year of the total responding. CIP #47 had the largest number of total responses for three years in a row with 16.7 percent of the total this year. Please refer to Table I for more detail.

Item number two of the Employers' Satisfaction Survey asks for the number of entry-level employees hired last year. Again the vast majority of the responding employers, 90.3 percent, hired 50 or less. Ten responding employers hired more than 500 entry-level employees compared to none last year. Please refer to Table II for more details.

Item number six of the Employers' Survey reads: "Based on what you know about the secondary vocational completers, would you hire others for entry-level employment?" State-wide, 96.4 percent or 946 responding employers responded "Yes." This state-wide finding is slightly higher than the 95.2 percent responding "Yes" last year to the item which read: "Based on what you now know about the secondary vocational completer, would you hire

this person again for entry-level employment?" thirty-four or 3.5 percent of the responding employers responded "No" compared to 4.8 percent last year. Table III contains a breakdown by CIP for item six. The "would hire again" by CIP percentages range from 100 percent to 81.3 percent. Table IV contains the state-wide mean ratings for all sized firms. The average number of entry-level employees hired this year for all sized firms was 33.0 compared to 26.2 for last year and 18.8 for the first year. All mean ratings for items 3A-E are again above 2.50, and for items 4A-C and 5 are again above 2.50. Of the nine Likert items the highest mean rating was again for item 3B - Rating the quality of work for the secondary vocational graduates to other entry-level employees. The lowest mean rating was again for item 4C, which asked for rating the local secondary vocational program for the extent to which local programs are realistic for areas of emerging technologies. Also, as a generalization, the mean ratings for entry-level secondary graduates were again rated higher than the secondary vocational programs' relevance to the labor market needs of employers. Please refer to Table IV for state-wide mean ratings for all items. Of the employers providing information about the number of local employees, 65.6 percent were with firms of less than 50, 17.4 percent were with

Table I

State-wide Number and Percent of Respondents by Cip and Size of Firm.

CIP	Number of Local Employees: Less Than 50		50 to 150		More Than 150		TOTALS	
#	N	%	N	%	N	%	N	%
01	99	67.4*	18	12.2	30	20.4	147**	18.8**
07	84	68.9	19	15.6	19	15.5	122	15.6
08	46	63.9	18	25.0	8	11.1	72	9.2
12	32	91.4	2	5.7	1	2.9	35	4.5
15	3	60.0	--	0.0	2	40.0	5	0.6
17	20	43.5	19	41.3	7	15.2	46	5.9
20	19	70.4	6	22.2	2	7.4	27	3.5
21	2	66.7	--	0.0	1	33.3	3	0.4
46	39	70.9	5	9.1	11	20.0	55	7.0
47	96	73.3	17	13.0	18	13.7	131	16.7
48	53	47.3	27	24.1	32	28.6	112	14.3
52	4	57.1	2	28.6	1	14.3	7	0.9
99	16	80.0	3	15.0	1	5.0	20	2.6
TOTAL	513	65.6	136	17.4	133	17.0	782	100.0

* The Percentage figure for each size firm is within each category.

** The N category for each CIP may be greater due to some respondents not providing a size firm response. The percentage figure is for total responses.

Note: Insufficient information for reporting. Some firms (16) did not provide information to allow cross tabulations.

Table II

Number and Percent of Responding Employers by Number of Entry-Level Persons Hired Last Year.

Number of Entry-Level Persons Hired Last Year	Number	Percent
50 or Less	525	86.8
51-100	38	6.3
101-150	13	2.1
151-300	18	3.0
301-500	2	0.3
More than 500	9	1.5
TOTAL	605*	100.0

* 196 Responding employer did not provide numbers of entry-level persons hired last year.

Table III

Number and Percent of Responding Employers Who Would Hire Secondary Graduates Again by CIP.

CIP	Would Hire Again			
	Yes		No	
	N	%	N	%
State-wide All CIP's Represented				
01	142	97.3	4	2.7
07	117	96.7	4	3.3
08	72	100.0	--	--
12	30	85.7	5	14.3
17	47	100.0	--	--
20	29	100.0	--	--
46	59	100.0	--	--
47	127	96.2	5	3.8
48	106	96.4	4	3.6
52	7	100.0	--	--
99	19	95.0	1	5.0

firms of 50 to 150, and 17.0 percent were with firms of more than 150. A detailed number and percent of responses may be found in Appendix C in Tables CIVA through CVIIB.

Firms With Less Than 50 Local Employees

The responding employers were grouped according to the number of local employees for their firm. Table V contains the state-wide mean ratings and information for firms with less than fifty local employees. The average number of entry-level persons hired last year for all firms with less than fifty local employees was down slightly with 5.6 compared to 5.9 last year and 4.7 for the first year. Of the responding employers indicating a "Yes" or "No" response to item 6, "Based on what you know about the secondary vocational completers, would you hire other for entry-level employment?", 484 or 95.7 percent responded "Yes" and 22 or 4.3 percent responded "No." The "Yes" percentage is slightly less than 96 percent last year and higher than the 94.8 percent the first year. Again, all of the Likert items state-wide mean ratings were above 2.50. The highest mean rating for items 3A-E was, again, for the item pertaining to quality of work and was 3.01 or on the "Good" value of the scale. All of the items for 4A-C were, again, above 2.50 but lower as a group, except for item 5, then the mean rating for items 3A-E. Item 5 - "How valuable has the secondary vocational program been in working with your labor market needs?" had a mean rating of 2.79 which is above the lowest rated item, 3C. All items in 3A-E had similar mean ratings this year compared to last year. Two of the

Table IV

1994-1995 SECONDARY EMPLOYER SATISFACTION SURVEY — **STATE-WIDE**

1. Number of local employees for your firm? (Select only one)

   513 Less than 50 — 136 50 to 150 — 133 More than 150

   65.6 %(Less than 50) 17.4 %(50 to 100) 17.0 %(More than 150)

2. The number of entry-level persons hired last year? Mean = 33.02

3. Rate the value of the entry-level skills for secondary vocational graduates to other entry-level employees in the following areas:

		Mean Rating
A.	Quantity of work	2.93
B.	Quality of work	3.00
C.	Job related technical skills	2.86
D.	Basic academic employment skills	2.86
E.	General employment skills	2.91

4. In order to remain relevant to the labor market needs of employers, please rate your local secondary vocational program for:

		Mean Rating
A.	Relevance to the workplace and to occupations for which students are to be trained?	2.81
B.	The extent to which local programs are realistic for current and future labor market needs?	2.73
C.	The extent to which local programs are realistic for areas of emerging technologies?	2.61

5. How valuable has the secondary vocational program been in working with you to meet your labor market needs? 2.82

6. Based on what you now know about the secondary vocational completers, would you hire others for entry-level employment? (Please circle one)

   Y = 716 96.8 %

   N = 25 3.2 %

Table V **1994-1995 SECONDARY EMPLOYER SATISFACTION SURVEY** **STATE-WIDE** * Firms less than 50

SYSTEM NO._____ **SCHOOL NO.**_____ **SCHOOL NAME**_____

CIP NO._____ **VOCATIONAL PROGRAM**_____ **DISTRICT NO.**_____

1. Number of local employees for your firm? (Select only one)

   * Less than 50 _____50 to 150 _____More than 150

   _____%(Less than 50) _____%(50 to 100) _____%(More than 150)

2. The number of entry-level persons hired last year? Mean = 5.6

3. Rate the value of the entry-level skills for secondary vocational graduates to other entry-level employees in the following areas:

		Mean Rating
A.	Quantity of work	2.92
B.	Quality of work	3.01
C.	Job related technical skills	2.84
D.	Basic academic employment skills	2.85
E.	General employment skills	2.91

4. In order to remain relevant to the labor market needs of employers, please rate your local secondary vocational program for:

		Mean Rating
A.	Relevance to the workplace and to occupations for which students are to be trained?	2.78
B.	The extent to which local programs are realistic for current and future labor market needs?	2.75
C.	The extent to which local programs are realistic for areas of emerging technologies?	2.61

5. How valuable has the secondary vocational program been in working with you to meet your labor market needs? 2.79

6. Based on what you now know about the secondary vocational completers, would you hire others for entry-level employment? (Please circle one)

   Y = 484 95.7 %

   N = 22 4.3 %

items in 4A-C had mean ratings slightly lower, namely 4A and C, than last year. Item 4B had the same mean rating as last year. Item 5 had a mean rating slightly lower than last year. Please refer to Table V for more specific information. A detailed number and percent of responses maybe found in Appendix C on Tables C-V-A and C-V-B for responding employers with less than 50 local employees.

Firms With 50 to 150 Local Employees

The average number of entry-level persons hired last year was 24.1, which is 7.7 less per responding firm than last year. Of the responding employers to item six, 131 or 99.3 percent indicated they would hire other secondary vocational completers. This percentage for a "Yes" response is slightly higher than 96.7 percent for last year. All of the items: 3A-E, 4A-C and 5 for firms with 50 to 150 local employees had mean ratings above 2.50. The highest mean rating was for item 3B pertaining to the vocational graduates' quality of work compared to other entry-level employees. Item 3B had the highest mean rating last year which pertained to quantity of work. Please refer to Table VI for more specific information. A detailed number and percent of responses may be found in Appendix C in Tables C-VI-A and C-VI-B.

Firms With More Than 150 Local Employees

Table VII contains the state-wide mean ratings and information for all responding Tennessee employers with more than 150 local employees. The average number of entry-level employees was 152.3, which is considerably larger than 132.9 established for firms with

more than 150 local employees last year and 78.6 the first year. Of the responding employers, 130 or 98.5 percent indicated they would re-hire secondary vocational completers again for entry-level employment. Last year, the "Yes" percentage was 98.4 and the "No" was 1.6. Last year, all of the Likert items 3A-E, 4A-C and 5 were above 2.50, which were the findings for all items the first year. This year item 4C which pertains to the extent local programs are realistic for areas of emerging technologies, had a mean rating of 2.40. The highest mean rating was for item 3B, which pertains to quality of work. The highest mean rating was established for item 3B last year and the first year for firms with more than 150 local employees. Please refer to Table VII for more specific information. A detailed number and percent of responses for items with more than 150 local employees may be found in Appendix C, Table VII-A and VIIB.

State-Wide Survey Findings by CIP

The state-wide findings by CIP may be found in Tables VIII through XIX. Specific findings by CIP will not be presented in this report. All CIP tables will be presented as a group. The CIP codes reported were provided by the participating eligible systems. The old CIP numbers and new CIP numbers were not combined for this report.

No inference should be made at this time to indicate that the mean ratings are representative of all programs within each CIP for the state. This is the third year for securing and reporting information by CIP. The reported mean rating for each CIP are again indicators or bench-marks for those eligible programs within

Table VI

1994-1995 SECONDARY EMPLOYER SATISFACTION SURVEY

STATE-WIDE
* Firms 50 to 150

SYSTEM NO._____ **SCHOOL NO.**_____ **SCHOOL NAME**_____

CIP NO._____ **VOCATIONAL PROGRAM**_____ **DISTRICT NO.**_____

1. Number of local employees for your firm? (Select only one)

   _____Less than 50 __*__50 to 150 _____More than 150

   _____%(Less than 50) _____%(50 to 100) _____%(More than 150)

2. The number of entry-level persons hired last year? Mean = 24.1

3. Rate the value of the entry-level skills for secondary vocational graduates to other entry-level employees in the following areas:

	Mean Rating
A. Quantity of work	2.97
B. Quality of work	3.04
C. Job related technical skills	2.94
D. Basic academic employment skills	2.94
E. General employment skills	2.88

4. In order to remain relevant to the labor market needs of employers, please rate your local secondary vocational program for:

	Mean Rating
A. Relevance to the workplace and to occupations for which students are to be trained?	2.91
B. The extent to which local programs are realistic for current and future labor market needs?	2.77
C. The extent to which local programs are realistic for areas of emerging technologies?	2.73

5. How valuable has the secondary vocational program been in working with you to meet your labor market needs? 2.91

6. Based on what you now know about the secondary vocational completers, would you hire others for entry-level employment? (Please circle one)

   Y = 131 99.3 %

   N = 1 0.7 %

Table VII **1994-1995 SECONDARY EMPLOYER SATISFACTION SURVEY** **STATE-WIDE** * Firms more than 150

SYSTEM NO._____ SCHOOL NO._____ SCHOOL NAME_____

CIP NO._____ VOCATIONAL PROGRAM_____ DISTRICT NO._____

1. Number of local employees for your firm? (Select only one)

   _____Less than 50 _____50 to 150 __*__More than 150

   _____%(Less than 50) _____%(50 to 100) _____%(More than 150)

2. The number of entry-level persons hired last year? Mean = 152.30

3. Rate the value of the entry-level skills for secondary vocational graduates to other entry-level employees in the following areas:

		Mean Rating
A.	Quantity of work	2.89
B.	Quality of work	2.93
C.	Job related technical skills	2.81
D.	Basic academic employment skills	2.80
E.	General employment skills	2.89

4. In order to remain relevant to the labor market needs of employers, please rate your local secondary vocational program for:

		Mean Rating
A.	Relevance to the workplace and to occupations for which students are to be trained?	2.75
B.	The extent to which local programs are realistic for current and future labor market needs?	2.58
C.	The extent to which local programs are realistic for areas of emerging technologies?	2.40

5. How valuable has the secondary vocational program been in working with you to meet your labor market needs? 2.81

6. Based on what you now know about the secondary vocational completers, would you hire others for entry-level employment? (Please circle one)

   Y = 130 98.5 %

   N = 2 1.5 %

the system eligible for participation for the 1994-1995 school year. Likewise, no comparisons should be attempted from one CIP mean value to another CIP mean value.

Of the 108 mean ratings established for the twelve CIP's reported and nine Likert items, 107 or 99.1 percent were above the mean rating of 2.0. Twenty-six or 24.1 percent of the reported mean ratings were above 3.0. Item 3B, pertaining to quality of work for secondary vocational graduates compared to other entry-level employees, was rated the highest by the employers with seven or 58.3 percent of the CIP codes. Item 4C, pertaining to rating the local secondary vocational program for the extent to which the local programs are realistic for areas of emerging technologies, was rated the lowest by the employers with eight or 66.7 percent of the CIP codes. These findings are very close to the findings from last year. On item six, the responding employers' range of percentages for whether they would hire the secondary vocational completer for the major CIP's again went from a high of 100 percent to 85.7 percent for "Yes" and the "No" percentages ranged from a high of 14.3 percent to a low of 0.0 percent. The first year for "Yes" ranged from a high of 100 percent to 93 percent, and the "No" percentages ranged from 7.0 percent to 0.0 percent. Please refer to Tables VIII through XIX for more detail within each reported CIP. A detail number and percent by CIP may be found in Appendix D Tables VIII-A through XIX-B.

State-Wide Survey Findings by District

Findings by district are again included as a level for analyzing the results. Only districts with two or more participating systems are included in order to not publicize individual system results. All districts qualified for inclusion in this report. The findings by district should not be interpreted for making inferences to the total district. The system for identifying eligible systems did not include attempting to draw a representative sample within each district; therefore, comparisons between districts would not be appropriate.

All district-wide findings may be found in Tables XX through XXVI. The findings for the districts will be presented as a group. Please refer to Tables XX through XXVI for detailed findings within each district.

Of the sixty-three mean ratings established for the seven districts and nine Likert items, all or 100 percent are above 2.0. Sixty-two or 98.4 percent of the district mean ratings were 2.50 or higher. Five of the sixty-three or 8.0 percent of the mean ratings were 3.0 or higher. Eight of the nine mean ratings or 88.8 percent, for the districts' highest mean rating, was for item 3B - pertaining to Quality of Work for secondary vocational graduates to other entry-level employees. One district had item 3E pertaining to general employment skills as the highest mean rating. All or 100 percent of the districts' lowest mean rating was on item 4C - pertaining to rating the local secondary

vocational programs for the extent to which the local programs are realistic for areas of emerging technologies.

On item 6, the responding employers' range of percentages for whether they would hire secondary vocational completers again for entry-level employment ranged from a high of 98.9 to a low of 94.5 for "Yes", and the "No" percentages ranged from a high of 5.5 percent to a low of 1.1 percent.

Table VIII - Agriculture Education

1994-1995 SECONDARY EMPLOYER SATISFACTION SURVEY **STATE-WIDE CIP 01**

SYSTEM NO._____ **SCHOOL NO.**_____ **SCHOOL NAME**_____

CIP NO. 01 **VOCATIONAL PROGRAM**_____ **DISTRICT NO.**_____

1. Number of local employees for your firm? (Select only one)

   99 Less than 50 18 50 to 150 30 More than 150

   67.3 %(Less than 50) 12.2 %(50 to 100) 20.4 %(More than 150)

2. The number of entry-level persons hired last year? Mean = 37.9

3. Rate the value of the entry-level skills for secondary vocational graduates to other entry-level employees in the following areas:

	Mean Rating
A. Quantity of work	2.86
B. Quality of work	2.91
C. Job related technical skills	2.66
D. Basic academic employment skills	2.65
E. General employment skills	2.77

4. In order to remain relevant to the labor market needs of employers, please rate your local secondary vocational program for:

	Mean Rating
A. Relevance to the workplace and to occupations for which students are to be trained?	2.63
B. The extent to which local programs are realistic for current and future labor market needs?	2.52
C. The extent to which local programs are realistic for areas of emerging technologies?	2.39

5. How valuable has the secondary vocational program been in working with you to meet your labor market needs? 2.56

6. Based on what you now know about the secondary vocational completers, would you hire others for entry-level employment? (Please circle one)

   Y = 142 97.3 %

   N = 4 2.7 %

Table IX - Business

1994-1995 SECONDARY EMPLOYER SATISFACTION SURVEY **STATE-WIDE CIP 07**

SYSTEM NO._____ **SCHOOL NO.**_____ **SCHOOL NAME**_____

CIP NO. 07 **VOCATIONAL PROGRAM**_____ **DISTRICT NO.**_____

1. Number of local employees for your firm? (Select only one)

   84 Less than 50 19 50 to 150 19 More than 150

   68.9 %(Less than 50) 15.6 %(50 to 100) 15.6 %(More than 150)

2. The number of entry-level persons hired last year? Mean = 37.1

3. Rate the value of the entry-level skills for secondary vocational graduates to other entry-level employees in the following areas:

		Mean Rating
A.	Quantity of work	2.98
B.	Quality of work	3.07
C.	Job related technical skills	2.91
D.	Basic academic employment skills	3.00
E.	General employment skills	2.99

4. In order to remain relevant to the labor market needs of employers, please rate your local secondary vocational program for:

		Mean Rating
A.	Relevance to the workplace and to occupations for which students are to be trained?	2.80
B.	The extent to which local programs are realistic for current and future labor market needs?	2.75
C.	The extent to which local programs are realistic for areas of emerging technologies?	2.63

5. How valuable has the secondary vocational program been in working with you to meet your labor market needs? 2.89

6. Based on what you now know about the secondary vocational completers, would you hire others for entry-level employment? (Please circle one)

   Y = 117 96.7 %

   N = 4 3.3 %

Table X - Marketing

1994-1995 SECONDARY EMPLOYER SATISFACTION SURVEY — STATE-WIDE CIP 08

SYSTEM NO._____ SCHOOL NO._____ SCHOOL NAME_____

CIP NO. 08 VOCATIONAL PROGRAM_____ DISTRICT NO._____

1. Number of local employees for your firm? (Select only one)

   46 Less than 50 18 50 to 150 8 More than 150

   63.9 %(Less than 50) 25.0 %(50 to 100) 11.1 %(More than 150)

2. The number of entry-level persons hired last year? Mean = 36.8

3. Rate the value of the entry-level skills for secondary vocational graduates to other entry-level employees in the following areas:

		Mean Rating
A.	Quantity of work	3.08
B.	Quality of work	3.08
C.	Job related technical skills	2.92
D.	Basic academic employment skills	3.00
E.	General employment skills	2.97

4. In order to remain relevant to the labor market needs of employers, please rate your local secondary vocational program for:

		Mean Rating
A.	Relevance to the workplace and to occupations for which students are to be trained?	2.82
B.	The extent to which local programs are realistic for current and future labor market needs?	2.84
C.	The extent to which local programs are realistic for areas of emerging technologies?	2.70

5. How valuable has the secondary vocational program been in working with you to meet your labor market needs? 2.98

6. Based on what you now know about the secondary vocational completers, would you hire others for entry-level employment? (Please circle one)

   Y = 72 100.0 %

   N =_____ _____%

BEST COPY AVAILABLE

Table XI - Cosmetology

1994-1995 SECONDARY EMPLOYER SATISFACTION SURVEY **STATE-WIDE CIP 12**

SYSTEM NO._____ **SCHOOL NO.**_____ **SCHOOL NAME**_____

CIP NO. 12 **VOCATIONAL PROGRAM**_____ **DISTRICT NO.**_____

1. Number of local employees for your firm? (Select only one)

   32 Less than 50 2 50 to 150 1 More than 150

   91.4 %(Less than 50) 5.7 %(50 to 100) 2.9 %(More than 150)

2. The number of entry-level persons hired last year? Mean = 11.2

3. Rate the value of the entry-level skills for secondary vocational graduates to other entry-level employees in the following areas:

	Mean Rating
A. Quantity of work	2.81
B. Quality of work	2.96
C. Job related technical skills	2.81
D. Basic academic employment skills	2.68
E. General employment skills	2.84

4. In order to remain relevant to the labor market needs of employers, please rate your local secondary vocational program for:

	Mean Rating
A. Relevance to the workplace and to occupations for which students are to be trained?	2.75
B. The extent to which local programs are realistic for current and future labor market needs?	2.75
C. The extent to which local programs are realistic for areas of emerging technologies?	2.53

5. How valuable has the secondary vocational program been in working with you to meet your labor market needs? 2.54

6. Based on what you now know about the secondary vocational completers, would you hire others for entry-level employment? (Please circle one)

   Y = 30 85.7 %

   N = 5 14.3 %

Table XII - Health

1994-1995 SECONDARY EMPLOYER SATISFACTION SURVEY **STATE-WIDE CIP 17**

SYSTEM NO._____ **SCHOOL NO.**_____ **SCHOOL NAME**_____

CIP NO. 17 **VOCATIONAL PROGRAM**_____ **DISTRICT NO.**_____

1. Number of local employees for your firm? (Select only one)

   20 Less than 50 19 50 to 150 7 More than 150

   43.5 %(Less than 50) 41.3 %(50 to 100) 15.2 %(More than 150)

2. The number of entry-level persons hired last year? Mean = 14.8

3. Rate the value of the entry-level skills for secondary vocational graduates to other entry-level employees in the following areas:

		Mean Rating
A.	Quantity of work	3.14
B.	Quality of work	3.12
C.	Job related technical skills	3.10
D.	Basic academic employment skills	3.08
E.	General employment skills	3.00

4. In order to remain relevant to the labor market needs of employers, please rate your local secondary vocational program for:

		Mean Rating
A.	Relevance to the workplace and to occupations for which students are to be trained?	3.21
B.	The extent to which local programs are realistic for current and future labor market needs?	2.91
C.	The extent to which local programs are realistic for areas of emerging technologies?	2.93

5. How valuable has the secondary vocational program been in working with you to meet your labor market needs? 3.17

6. Based on what you now know about the secondary vocational completers, would you hire others for entry-level employment? (Please circle one)

   Y = 47 100 %

   N =_____ _____%

Table XIII - Home Economics

1994-1995 SECONDARY EMPLOYER SATISFACTION SURVEY — **STATE-WIDE CIP 20**

SYSTEM NO._____ **SCHOOL NO.**_____ **SCHOOL NAME**_____

CIP NO. 20 **VOCATIONAL PROGRAM**_____ **DISTRICT NO.**_____

1. Number of local employees for your firm? (Select only one)

   19 Less than 50 6 50 to 150 2 More than 150

   70.4 %(Less than 50) 22.2 %(50 to 100) 7.4 %(More than 150)

2. The number of entry-level persons hired last year? Mean = 17.3

3. Rate the value of the entry-level skills for secondary vocational graduates to other entry-level employees in the following areas:

	Mean Rating
A. Quantity of work	2.96
B. Quality of work	3.26
C. Job related technical skills	3.03
D. Basic academic employment skills	2.96
E. General employment skills	3.00

4. In order to remain relevant to the labor market needs of employers, please rate your local secondary vocational program for:

	Mean Rating
A. Relevance to the workplace and to occupations for which students are to be trained?	2.96
B. The extent to which local programs are realistic for current and future labor market needs?	3.10
C. The extent to which local programs are realistic for areas of emerging technologies?	2.93

5. How valuable has the secondary vocational program been in working with you to meet your labor market needs? 3.03

6. Based on what you now know about the secondary vocational completers, would you hire others for entry-level employment? (Please circle one)

   Y = 29 100.0 %

   N =_____ _____%

Table XIV - Trade and Industrial

1994-1995 SECONDARY EMPLOYER SATISFACTION SURVEY — **STATE-WIDE CIP 21**

SYSTEM NO._____ **SCHOOL NO.**_____ **SCHOOL NAME**_____

CIP NO. 21 **VOCATIONAL PROGRAM**_____ **DISTRICT NO.**_____

1. Number of local employees for your firm? (Select only one)

   2 Less than 50 _____ 50 to 150 1 More than 150

   66.7 % (Less than 50) _____ % (50 to 100) 33.3 % (More than 150)

2. The number of entry-level persons hired last year? Mean = 28.0

3. Rate the value of the entry-level skills for secondary vocational graduates to other entry-level employees in the following areas:

	Mean Rating
A. Quantity of work	2.33
B. Quality of work	2.66
C. Job related technical skills	2.66
D. Basic academic employment skills	2.66
E. General employment skills	2.66

4. In order to remain relevant to the labor market needs of employers, please rate your local secondary vocational program for:

	Mean Rating
A. Relevance to the workplace and to occupations for which students are to be trained?	2.33
B. The extent to which local programs are realistic for current and future labor market needs?	2.66
C. The extent to which local programs are realistic for areas of emerging technologies?	2.66

5. How valuable has the secondary vocational program been in working with you to meet your labor market needs? 2.66

6. Based on what you now know about the secondary vocational completers, would you hire others for entry-level employment? (Please circle one)

   Y = 2 66.7 %

   N = 1 33.3 %

Table XV - Trade and Industrial

1994-1995 SECONDARY EMPLOYER SATISFACTION SURVEY **STATE-WIDE CIP 46**

SYSTEM NO._____ **SCHOOL NO.**_____ **SCHOOL NAME**_____

CIP NO. 46 **VOCATIONAL PROGRAM**_____ **DISTRICT NO.**_____

1. Number of local employees for your firm? (Select only one)

   39 Less than 50 5 50 to 150 11 More than 150

   70.9 %(Less than 50) 9.1 %(50 to 100) 20.0 %(More than 150)

2. The number of entry-level persons hired last year? Mean = 18.7

3. Rate the value of the entry-level skills for secondary vocational graduates to other entry-level employees in the following areas:

		Mean Rating
A.	Quantity of work	3.05
B.	Quality of work	3.08
C.	Job related technical skills	2.98
D.	Basic academic employment skills	3.00
E.	General employment skills	3.05

4. In order to remain relevant to the labor market needs of employers, please rate your local secondary vocational program for:

		Mean Rating
A.	Relevance to the workplace and to occupations for which students are to be trained?	2.96
B.	The extent to which local programs are realistic for current and future labor market needs?	2.86
C.	The extent to which local programs are realistic for areas of emerging technologies?	2.82

5. How valuable has the secondary vocational program been in working with you to meet your labor market needs? 3.01

6. Based on what you now know about the secondary vocational completers, would you hire others for entry-level employment? (Please circle one)

   Y = 59 100.0 %

   N =_____ _____%

Table XVI - Trade and Industrial

1994-1995 SECONDARY EMPLOYER SATISFACTION SURVEY **STATE-WIDE CIP 47**

SYSTEM NO._____ **SCHOOL NO.**_____ **SCHOOL NAME**_____

CIP NO. 47 **VOCATIONAL PROGRAM**_____ **DISTRICT NO.**_____

1. Number of local employees for your firm? (Select only one)

   96 Less than 50 17 50 to 150 18 More than 150

   73.3 %(Less than 50) 13.0 %(50 to 100) 13.7 %(More than 150)

2. The number of entry-level persons hired last year? Mean = 27.6

3. Rate the value of the entry-level skills for secondary vocational graduates to other entry-level employees in the following areas:

		Mean Rating
A.	Quantity of work	2.84
B.	Quality of work	2.96
C.	Job related technical skills	2.86
D.	Basic academic employment skills	2.83
E.	General employment skills	2.93

4. In order to remain relevant to the labor market needs of employers, please rate your local secondary vocational program for:

		Mean Rating
A.	Relevance to the workplace and to occupations for which students are to be trained?	2.77
B.	The extent to which local programs are realistic for current and future labor market needs?	2.65
C.	The extent to which local programs are realistic for areas of emerging technologies?	2.57

5. How valuable has the secondary vocational program been in working with you to meet your labor market needs? 2.80

6. Based on what you now know about the secondary vocational completers, would you hire others for entry-level employment? (Please circle one)

   Y = 127 96.2 %

   N = 5 3.8 %

Table XVII - Trade and Industrial

1994-1995 SECONDARY EMPLOYER SATISFACTION SURVEY **STATE-WIDE CIP 48**

SYSTEM NO._____ **SCHOOL NO.**_____ **SCHOOL NAME**_____

CIP NO. 48 **VOCATIONAL PROGRAM**_____ **DISTRICT NO.**_____

1. Number of local employees for your firm? (Select only one)

   53 Less than 50 27 50 to 150 32 More than 150

   47.3 %(Less than 50) 24.1 %(50 to 100) 28.6 %(More than 150)

2. The number of entry-level persons hired last year? Mean = 51.2

3. Rate the value of the entry-level skills for secondary vocational graduates to other entry-level employees in the following areas:

	Mean Rating
A. Quantity of work	2.86
B. Quality of work	2.93
C. Job related technical skills	2.87
D. Basic academic employment skills	2.83
E. General employment skills	2.84

4. In order to remain relevant to the labor market needs of employers, please rate your local secondary vocational program for:

	Mean Rating
A. Relevance to the workplace and to occupations for which students are to be trained?	2.81
B. The extent to which local programs are realistic for current and future labor market needs?	2.73
C. The extent to which local programs are realistic for areas of emerging technologies?	2.51

5. How valuable has the secondary vocational program been in working with you to meet your labor market needs? 2.72

6. Based on what you now know about the secondary vocational completers, would you hire others for entry-level employment? (Please circle one)

   Y = 106 96.4 %

   N = 4 3.6 %

Table XVIII - Business and Office

1994-1995 SECONDARY EMPLOYER SATISFACTION SURVEY — **STATE-WIDE CIP 52**

SYSTEM NO._____ **SCHOOL NO.**_____ **SCHOOL NAME**_____

CIP NO. 52 **VOCATIONAL PROGRAM**_____ **DISTRICT NO.**_____

1. Number of local employees for your firm? (Select only one)

   4 Less than 50 2 50 to 150 1 More than 150

   57.1 %(Less than 50) 28.6 %(50 to 100) 14.3 %(More than 150)

2. The number of entry-level persons hired last year? Mean = 8.2

3. Rate the value of the entry-level skills for secondary vocational graduates to other entry-level employees in the following areas:

		Mean Rating
A.	Quantity of work	2.71
B.	Quality of work	2.85
C.	Job related technical skills	2.57
D.	Basic academic employment skills	2.71
E.	General employment skills	2.57

4. In order to remain relevant to the labor market needs of employers, please rate your local secondary vocational program for:

		Mean Rating
A.	Relevance to the workplace and to occupations for which students are to be trained?	2.57
B.	The extent to which local programs are realistic for current and future labor market needs?	2.85
C.	The extent to which local programs are realistic for areas of emerging technologies?	2.57

5. How valuable has the secondary vocational program been in working with you to meet your labor market needs? 2.85

6. Based on what you now know about the secondary vocational completers, would you hire others for entry-level employment? (Please circle one)

   Y = 7 100.0 %

   N =_____ _____%

Table XIX - General Co-op.

1994-1995 SECONDARY EMPLOYER SATISFACTION SURVEY **STATE-WIDE CIP 99**

SYSTEM NO._____ **SCHOOL NO.**_____ **SCHOOL NAME**_____

CIP NO. 99 **VOCATIONAL PROGRAM**_____ **DISTRICT NO.**_____

1. Number of local employees for your firm? (Select only one)

   16 Less than 50 3 50 to 150 1 More than 150

   80 %(Less than 50) 15 %(50 to 100) 5 %(More than 150)

2. The number of entry-level persons hired last year? Mean = 24.5

3. Rate the value of the entry-level skills for secondary vocational graduates to other entry-level employees in the following areas:

		Mean Rating
A.	Quantity of work	3.05
B.	Quality of work	3.15
C.	Job related technical skills	2.70
D.	Basic academic employment skills	2.85
E.	General employment skills	3.00

4. In order to remain relevant to the labor market needs of employers, please rate your local secondary vocational program for:

		Mean Rating
A.	Relevance to the workplace and to occupations for which students are to be trained?	2.68
B.	The extent to which local programs are realistic for current and future labor market needs?	2.84
C.	The extent to which local programs are realistic for areas of emerging technologies?	2.73

5. How valuable has the secondary vocational program been in working with you to meet your labor market needs? 3.42

6. Based on what you now know about the secondary vocational completers, would you hire others for entry-level employment? (Please circle one)

   Y = 19 95.0 %

   N = 1 5.0 %

Table XX - District 1

1994-1995 SECONDARY EMPLOYER SATISFACTION SURVEY **DISTRICT-WIDE**

SYSTEM NO._____ **SCHOOL NO.**_____ **SCHOOL NAME**_____

CIP NO._____ **VOCATIONAL PROGRAM**_____ **DISTRICT NO.** 1

1. Number of local employees for your firm? (Select only one)

   105 Less than 50 25 50 to 150 13 More than 150

   73.4 %(Less than 50) 17.5 %(50 to 100) 9.1 %(More than 150)

2. The number of entry-level persons hired last year? Mean = 24.9

3. Rate the value of the entry-level skills for secondary vocational graduates to other entry-level employees in the following areas:

		Mean Rating
A.	Quantity of work	2.97
B.	Quality of work	3.06
C.	Job related technical skills	2.90
D.	Basic academic employment skills	2.93
E.	General employment skills	2.98

4. In order to remain relevant to the labor market needs of employers, please rate your local secondary vocational program for:

		Mean Rating
A.	Relevance to the workplace and to occupations for which students are to be trained?	2.85
B.	The extent to which local programs are realistic for current and future labor market needs?	2.80
C.	The extent to which local programs are realistic for areas of emerging technologies?	2.76

5. How valuable has the secondary vocational program been in working with you to meet your labor market needs? 2.79

6. Based on what you now know about the secondary vocational completers, would you hire others for entry-level employment? (Please circle one)

   Y = 133 95.0 %

   N = 7 5.0 %

Table XXI - District 2

1994-1995 SECONDARY EMPLOYER SATISFACTION SURVEY **DISTRICT-WIDE**

SYSTEM NO._____ **SCHOOL NO.**_____ **SCHOOL NAME**_____

CIP NO._____ **VOCATIONAL PROGRAM**_____ **DISTRICT NO.** 2

1. Number of local employees for your firm? (Select only one)

   62 Less than 50 17 50 to 150 6 More than 150

   72.9 %(Less than 50) 20.0 %(50 to 100) 7.1 %(More than 150)

2. The number of entry-level persons hired last year? Mean = 18.3

3. Rate the value of the entry-level skills for secondary vocational graduates to other entry-level employees in the following areas:

	Mean Rating
A. Quantity of work	2.91
B. Quality of work	2.96
C. Job related technical skills	2.95
D. Basic academic employment skills	2.88
E. General employment skills	2.98

4. In order to remain relevant to the labor market needs of employers, please rate your local secondary vocational program for:

	Mean Rating
A. Relevance to the workplace and to occupations for which students are to be trained?	2.93
B. The extent to which local programs are realistic for current and future labor market needs?	2.77
C. The extent to which local programs are realistic for areas of emerging technologies?	2.63

5. How valuable has the secondary vocational program been in working with you to meet your labor market needs? 2.88

6. Based on what you now know about the secondary vocational completers, would you hire others for entry-level employment? (Please circle one)

   Y = 86 97.7 %

   N = 2 2.3 %

Table XXII - District 3

1994-1995 SECONDARY EMPLOYER SATISFACTION SURVEY **DISTRICT-WIDE**

SYSTEM NO._____ **SCHOOL NO.**_____ **SCHOOL NAME**_____

CIP NO._____ **VOCATIONAL PROGRAM**_____ **DISTRICT NO.** 3

1. Number of local employees for your firm? (Select only one)

   43 Less than 50 10 50 to 150 23 More than 150

   56.6 %(Less than 50) 13.2 %(50 to 100) 30.3 %(More than 150)

2. The number of entry-level persons hired last year? Mean = 35.0

3. Rate the value of the entry-level skills for secondary vocational graduates to other entry-level employees in the following areas:

	Mean Rating
A. Quantity of work	2.93
B. Quality of work	2.94
C. Job related technical skills	2.64
D. Basic academic employment skills	2.60
E. General employment skills	2.71

4. In order to remain relevant to the labor market needs of employers, please rate your local secondary vocational program for:

	Mean Rating
A. Relevance to the workplace and to occupations for which students are to be trained?	2.54
B. The extent to which local programs are realistic for current and future labor market needs?	2.57
C. The extent to which local programs are realistic for areas of emerging technologies?	2.44

5. How valuable has the secondary vocational program been in working with you to meet your labor market needs? 2.65

6. Based on what you now know about the secondary vocational completers, would you hire others for entry-level employment? (Please circle one)

   Y = 75 97.4 %

   N = 2 2.6 %

Table XXIII - District 4

1994-1995 SECONDARY EMPLOYER SATISFACTION SURVEY **DISTRICT-WIDE**

SYSTEM NO._____ **SCHOOL NO.**_____ **SCHOOL NAME**_____

CIP NO._____ **VOCATIONAL PROGRAM**_____ **DISTRICT NO.** 4

1. Number of local employees for your firm? (Select only one)

   108 Less than 50 29 50 to 150 27 More than 150

   65.9 %(Less than 50) 17.7 %(50 to 100) 16.5 %(More than 150)

2. The number of entry-level persons hired last year? Mean = 16.6

3. Rate the value of the entry-level skills for secondary vocational graduates to other entry-level employees in the following areas:

	Mean Rating
A. Quantity of work	2.84
B. Quality of work	2.96
C. Job related technical skills	2.81
D. Basic academic employment skills	2.84
E. General employment skills	2.84

4. In order to remain relevant to the labor market needs of employers, please rate your local secondary vocational program for:

	Mean Rating
A. Relevance to the workplace and to occupations for which students are to be trained?	2.75
B. The extent to which local programs are realistic for current and future labor market needs?	2.75
C. The extent to which local programs are realistic for areas of emerging technologies?	2.65

5. How valuable has the secondary vocational program been in working with you to meet your labor market needs? 2.82

6. Based on what you now know about the secondary vocational completers, would you hire others for entry-level employment? (Please circle one)

   Y = 155 94.5 %

   N = 9 5.5 %

Table XXIV - District 5

1994-1995 SECONDARY EMPLOYER SATISFACTION SURVEY **DISTRICT-WIDE**

SYSTEM NO._____ **SCHOOL NO.**_____ **SCHOOL NAME**_____

CIP NO._____ **VOCATIONAL PROGRAM**_____ **DISTRICT NO.** 5

1. Number of local employees for your firm? (Select only one)

   104 Less than 50 35 50 to 150 46 More than 150

   56.2 %(Less than 50) 18.9 %(50 to 100) 24.9 %(More than 150)

2. The number of entry-level persons hired last year? Mean = 67.8

3. Rate the value of the entry-level skills for secondary vocational graduates to other entry-level employees in the following areas:

		Mean Rating
A.	Quantity of work	2.93
B.	Quality of work	3.01
C.	Job related technical skills	2.86
D.	Basic academic employment skills	2.89
E.	General employment skills	2.95

4. In order to remain relevant to the labor market needs of employers, please rate your local secondary vocational program for:

		Mean Rating
A.	Relevance to the workplace and to occupations for which students are to be trained?	2.80
B.	The extent to which local programs are realistic for current and future labor market needs?	2.69
C.	The extent to which local programs are realistic for areas of emerging technologies?	2.52

5. How valuable has the secondary vocational program been in working with you to meet your labor market needs? 2.87

6. Based on what you now know about the secondary vocational completers, would you hire others for entry-level employment? (Please circle one)

   Y = 186 98.9 %

   N = 2 1.1 %

Table XXV - District 6

1994-1995 SECONDARY EMPLOYER SATISFACTION SURVEY **DISTRICT-WIDE**

SYSTEM NO._____ **SCHOOL NO.**_____ **SCHOOL NAME**_____

CIP NO._____ **VOCATIONAL PROGRAM**_____ **DISTRICT NO.** 6

1. Number of local employees for your firm? (Select only one)

   34 Less than 50 10 50 to 150 7 More than 150

   66.7 %(Less than 50) 19.6 %(50 to 100) 13.7 %(More than 150)

2. The number of entry-level persons hired last year? Mean = 16.7

3. Rate the value of the entry-level skills for secondary vocational graduates to other entry-level employees in the following areas:

	Mean Rating
A. Quantity of work	3.01
B. Quality of work	3.11
C. Job related technical skills	2.98
D. Basic academic employment skills	2.94
E. General employment skills	2.92

4. In order to remain relevant to the labor market needs of employers, please rate your local secondary vocational program for:

	Mean Rating
A. Relevance to the workplace and to occupations for which students are to be trained?	2.84
B. The extent to which local programs are realistic for current and future labor market needs?	2.76
C. The extent to which local programs are realistic for areas of emerging technologies?	2.68

5. How valuable has the secondary vocational program been in working with you to meet your labor market needs? 2.92

6. Based on what you now know about the secondary vocational completers, would you hire others for entry-level employment? (Please circle one)

   Y = 50 98.0 %

   N = 1 2.0 %

Table XXVI - District 7

1994-1995 SECONDARY EMPLOYER SATISFACTION SURVEY **DISTRICT-WIDE**

SYSTEM NO._____ **SCHOOL NO.**_____ **SCHOOL NAME**_____

CIP NO._____ **VOCATIONAL PROGRAM**_____ **DISTRICT NO.** 7

1. Number of local employees for your firm? (Select only one)

   57 Less than 50 10 50 to 150 11 More than 150

   73.1 %(Less than 50) 12.8 %(50 to 100) 14.1 %(More than 150)

2. The number of entry-level persons hired last year? Mean = 19.7

3. Rate the value of the entry-level skills for secondary vocational graduates to other entry-level employees in the following areas:

	Mean Rating
A. Quantity of work	2.97
B. Quality of work	3.04
C. Job related technical skills	2.92
D. Basic academic employment skills	2.90
E. General employment skills	2.92

4. In order to remain relevant to the labor market needs of employers, please rate your local secondary vocational program for:

	Mean Rating
A. Relevance to the workplace and to occupations for which students are to be trained?	2.93
B. The extent to which local programs are realistic for current and future labor market needs?	2.76
C. The extent to which local programs are realistic for areas of emerging technologies?	2.57

5. How valuable has the secondary vocational program been in working with you to meet your labor market needs? 2.82

6. Based on what you now know about the secondary vocational completers, would you hire others for entry-level employment? (Please circle one)

   Y = 76 97.4 %

   N = 2 2.6 %

RESPONDENT COMMENTS

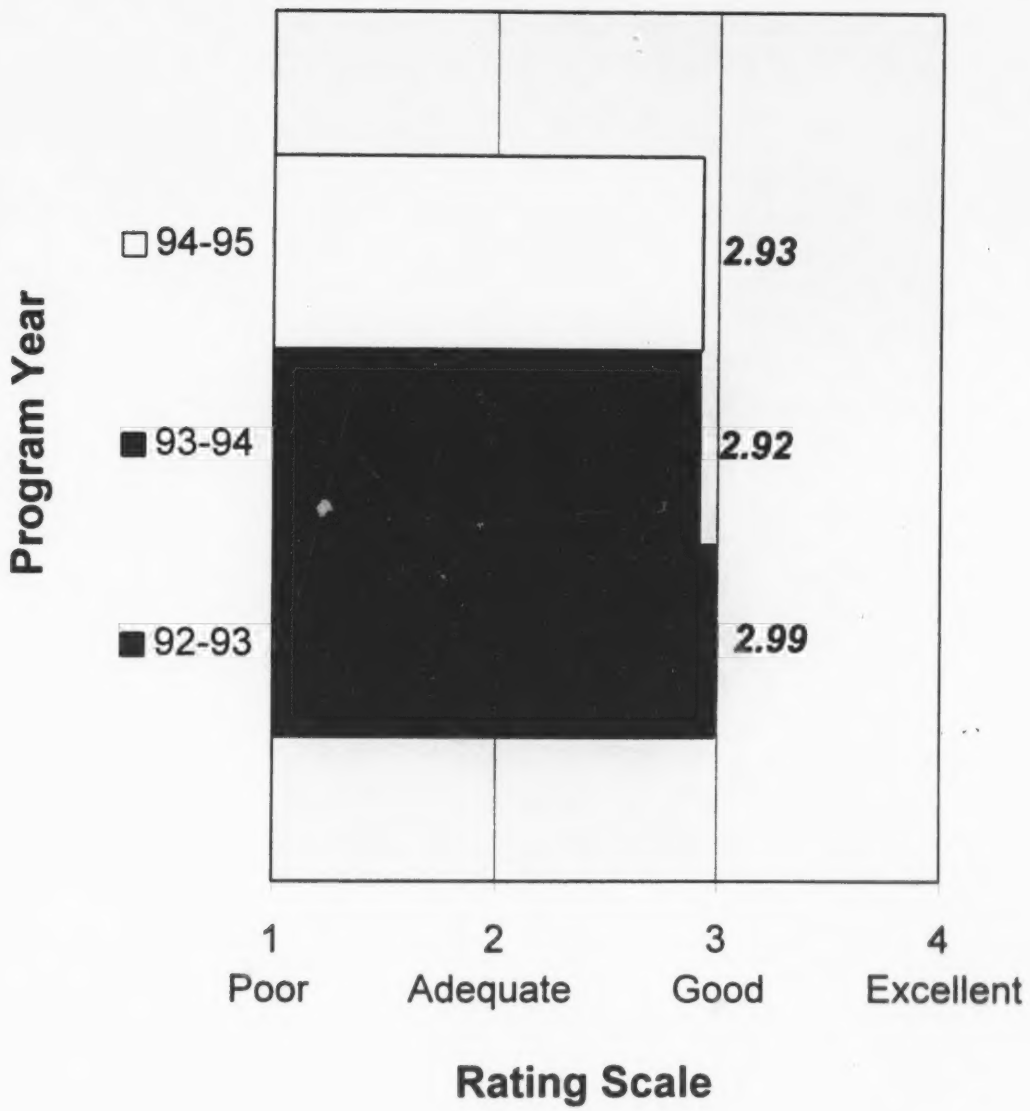
A total of 92 responding employers provided written comments, which is 11.6 percent of the total responding. Last year, 11.5 percent of the responding employers provided comments, and 9.3 percent of the responding employers provided comments the first year. The comments are again constructive and unedited except for deleting all names of individuals and companies. This report has grouped the comments according to the respective CIP areas. This format for the suggestions should better enable the readers to relate the responding comments to respective CIP areas. The comments range from being very supportive, positive suggestions to specific suggestions for increasing expectations and continuing to make programs more relevant to the work place. When read as a group, the favorable suggestions outweigh the negative suggestions.

A few of the comments could have been placed into other categories. Obviously, some of the students were employed in areas not related to their training. The reported CIP areas on the forms were used as a guide with respect to where the comments should be located in this section. It is important to remind the readers of this report, the responding employers took time to make suggestions, and, therefore deserve reading. Please refer to Appendix E for the complete listing by CIP areas.

GRAPHS AND CHARTS

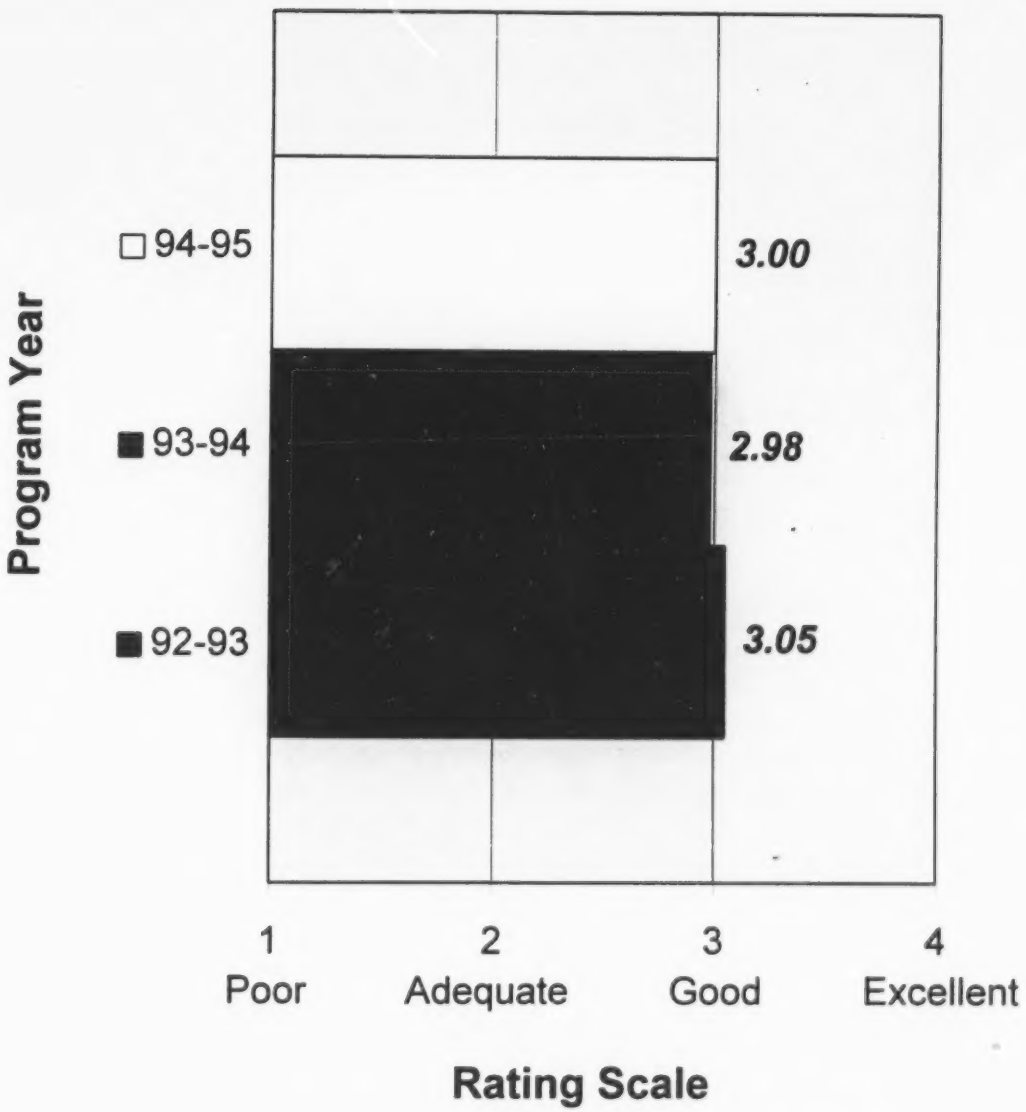
In order to visualize the findings over the past three years, the report this year includes comparative charts and graphs. The charts and graphs are presented by the following categories: State-wide Averages, and Averages by Size of Local Firm. The titles for the charts and graphs closely follow the Employer Satisfaction Survey Form, with the respective year for the various findings. The Charts and Graphs will not be discussed since the findings have been presented and discussed in preceeding sections.

STATE-WIDE
Employer Satisfaction
Item 3A. Quantity of Work



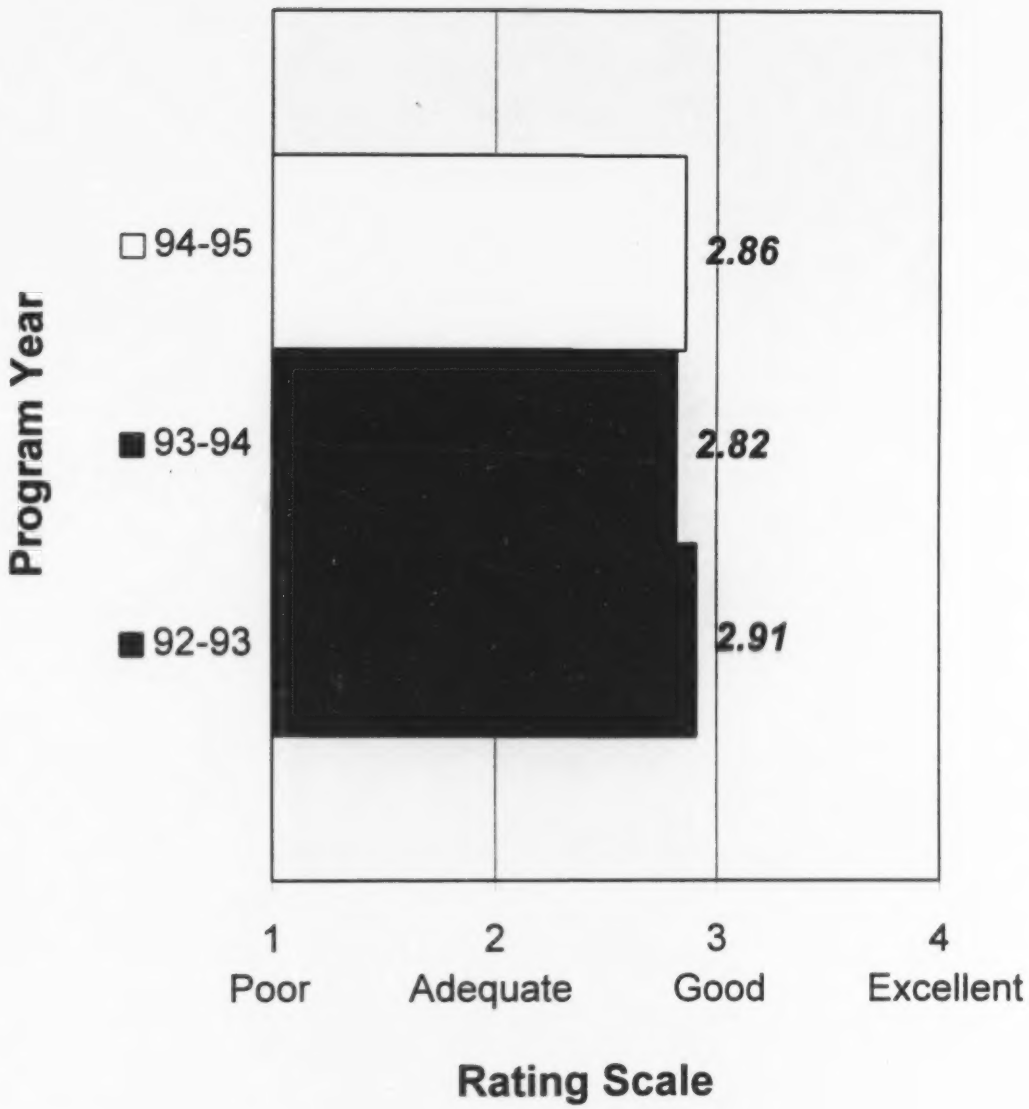
BEST COPY AVAILABLE

STATE-WIDE
Employer Satisfaction
Item 3B. Quality of Work



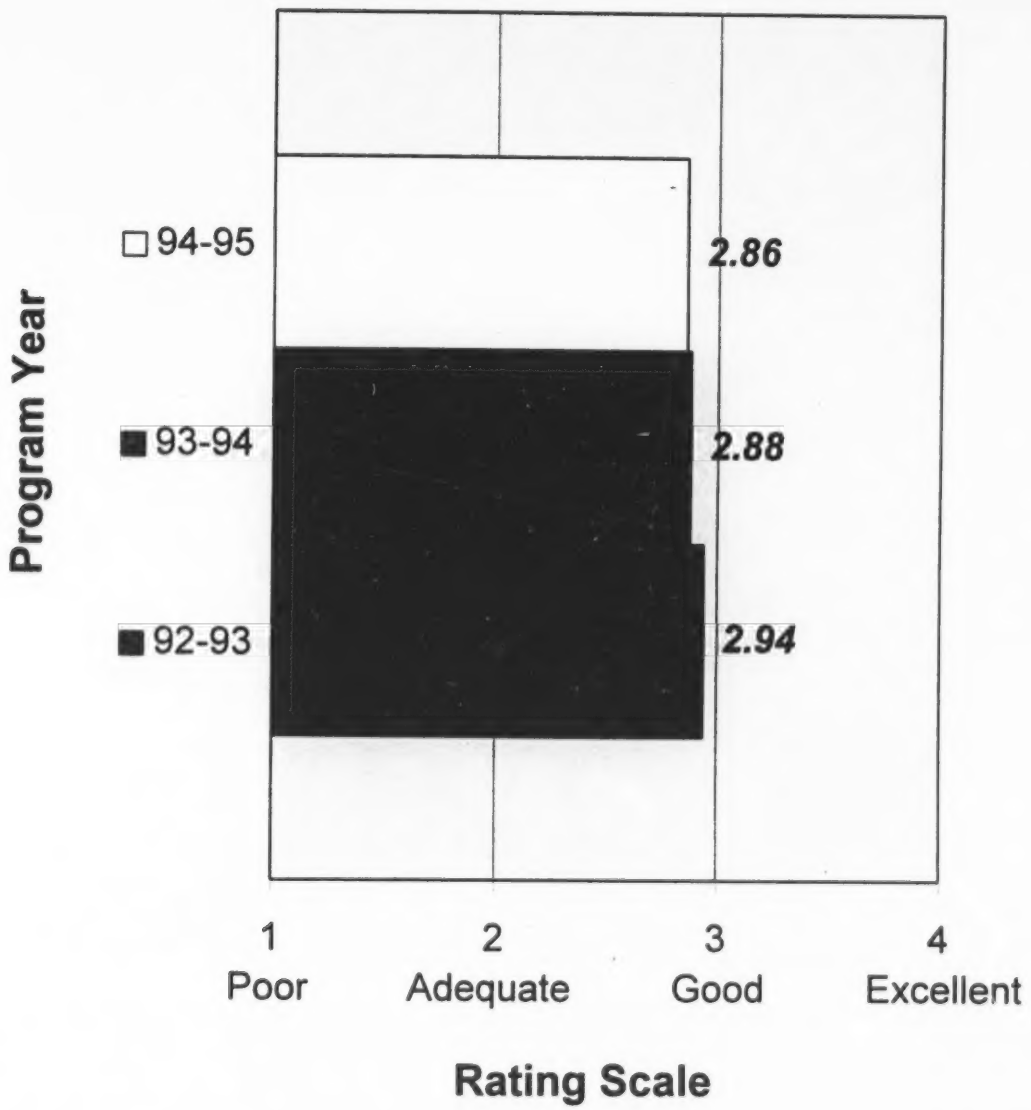
BEST COPY AVAILABLE

STATE-WIDE
Employer Satisfaction
Item 3C. Technical Skills



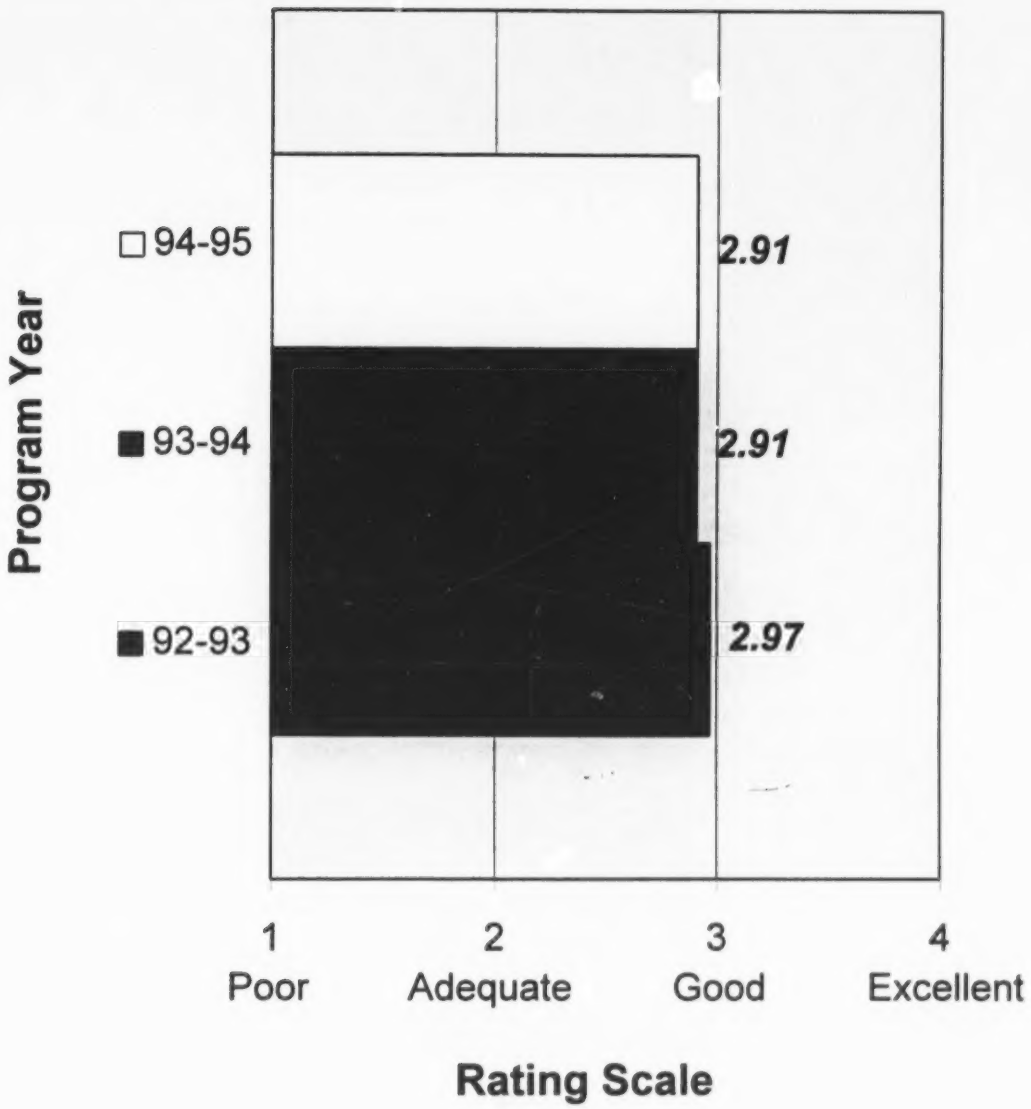
BEST COPY AVAILABLE

STATE-WIDE
Employer Satisfaction
Item 3D. Academic Skills

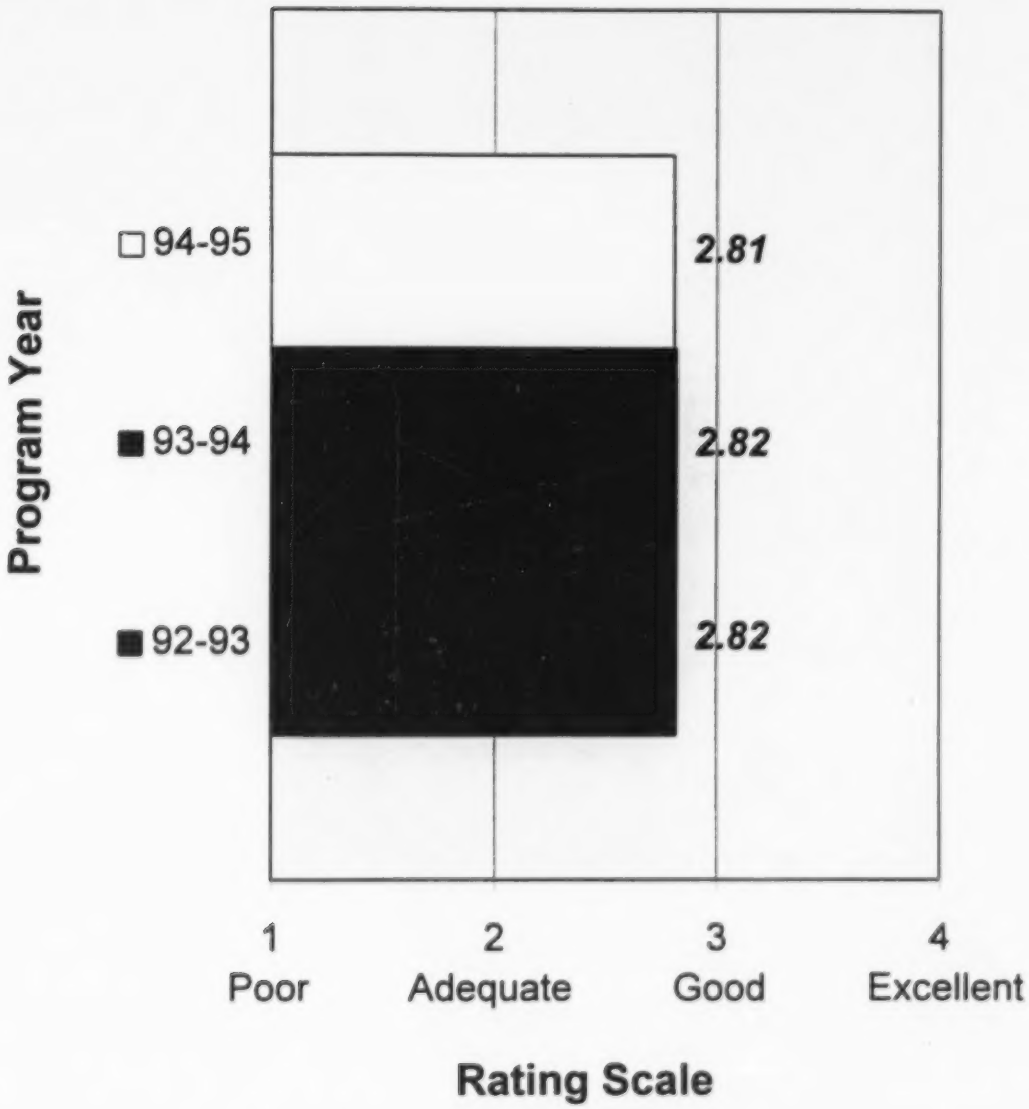


BEST COPY AVAILABLE

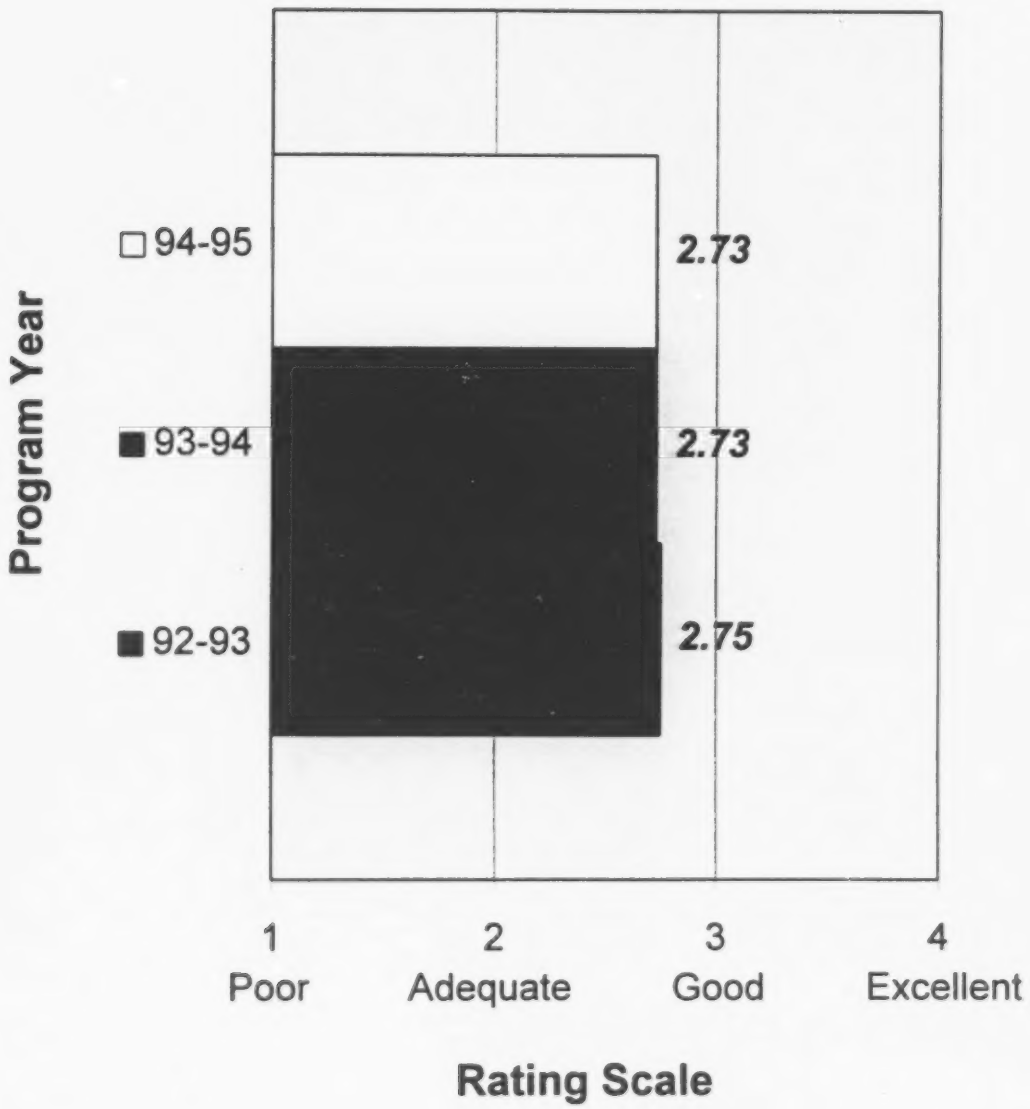
STATE-WIDE
Employer Satisfaction
Item 3E. Employment Skills



STATE-WIDE
Secondary Vocational Program Ratings
Item 4A. Relevance to Workplace and Occupations

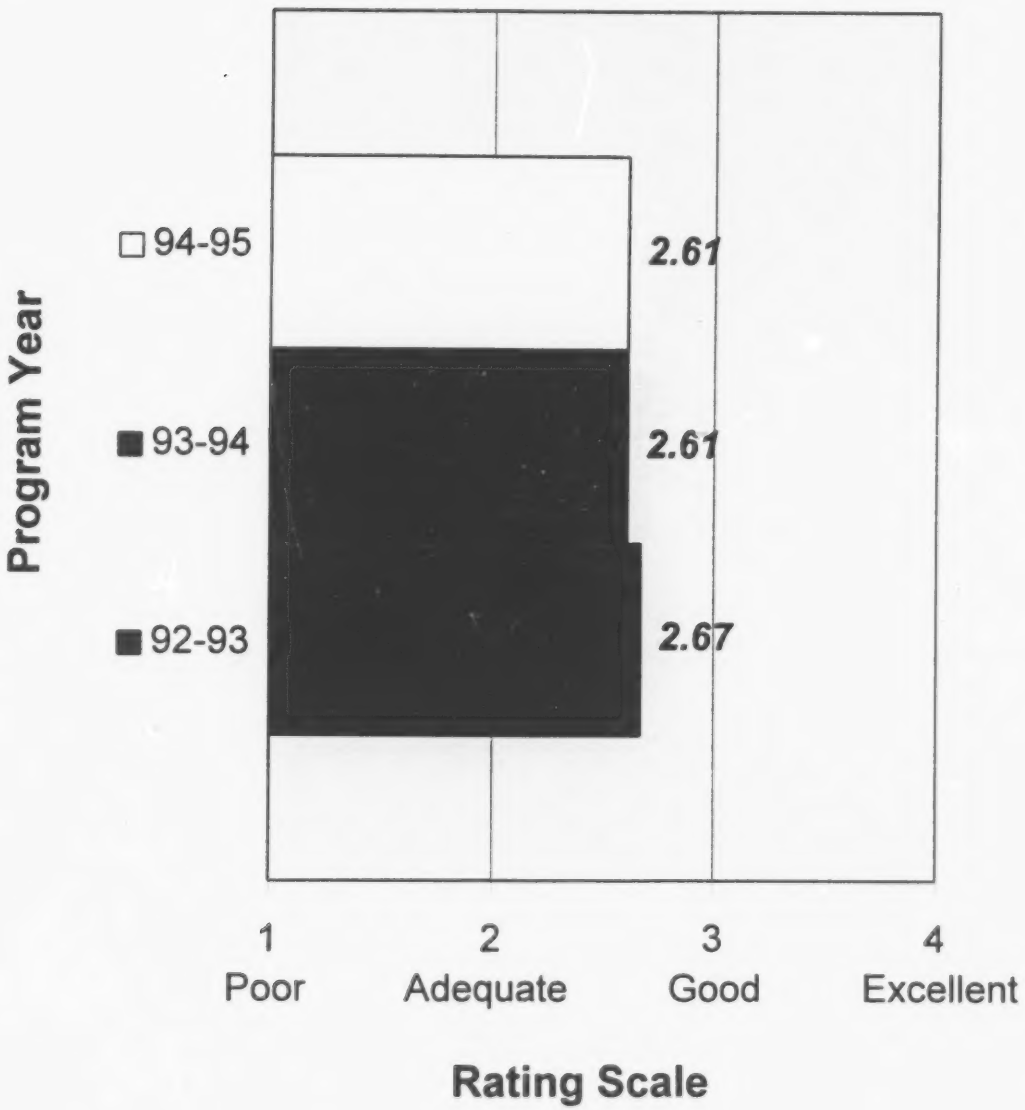


STATE-WIDE
Secondary Vocational Program Ratings
Item 4B. Realistic for Current and Future Labor Market Needs



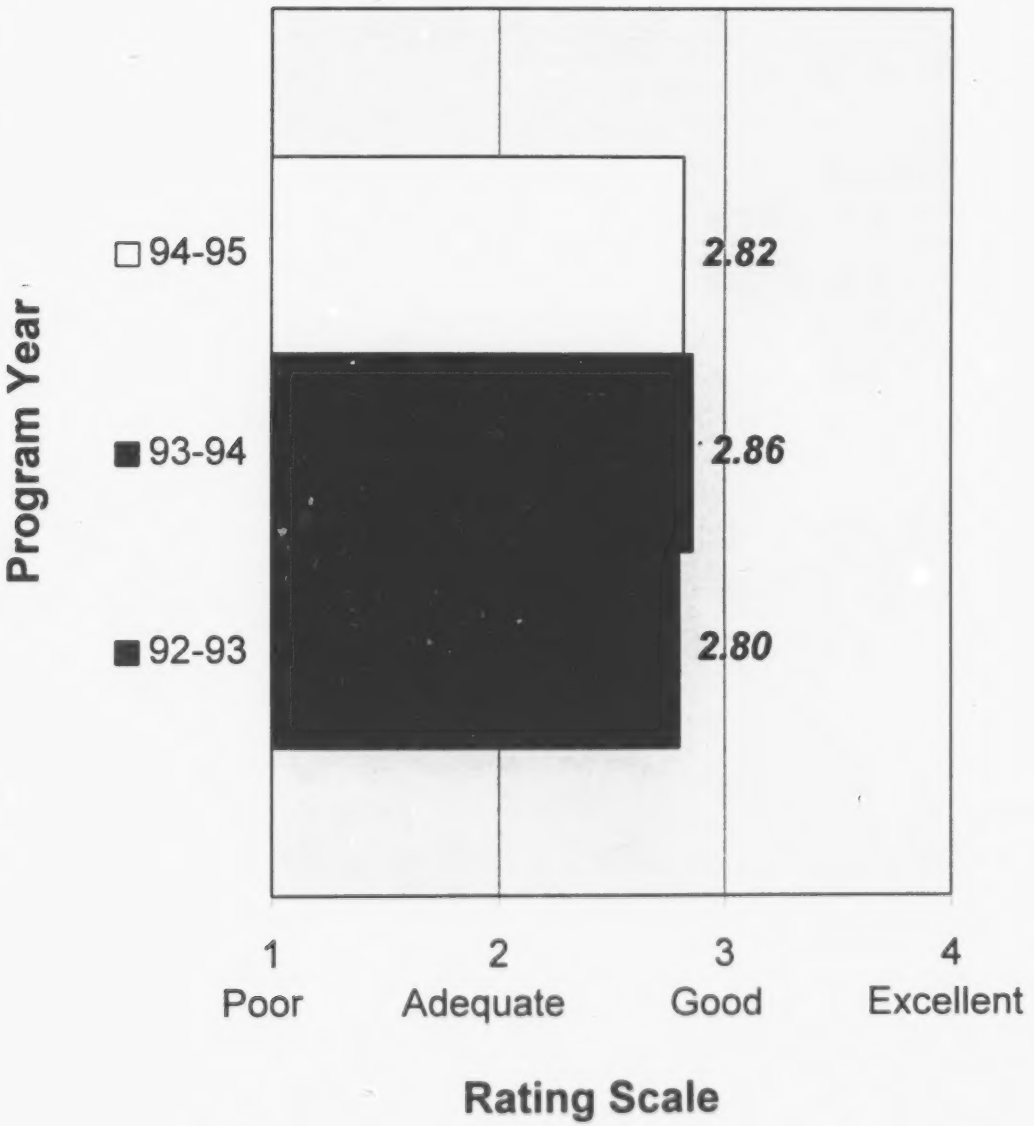
BEST COPY AVAILABLE

STATE-WIDE
Secondary Vocational Program Ratings
Item 4C. Realistic for Areas of Emerging Technologies



BEST COPY AVAILABLE

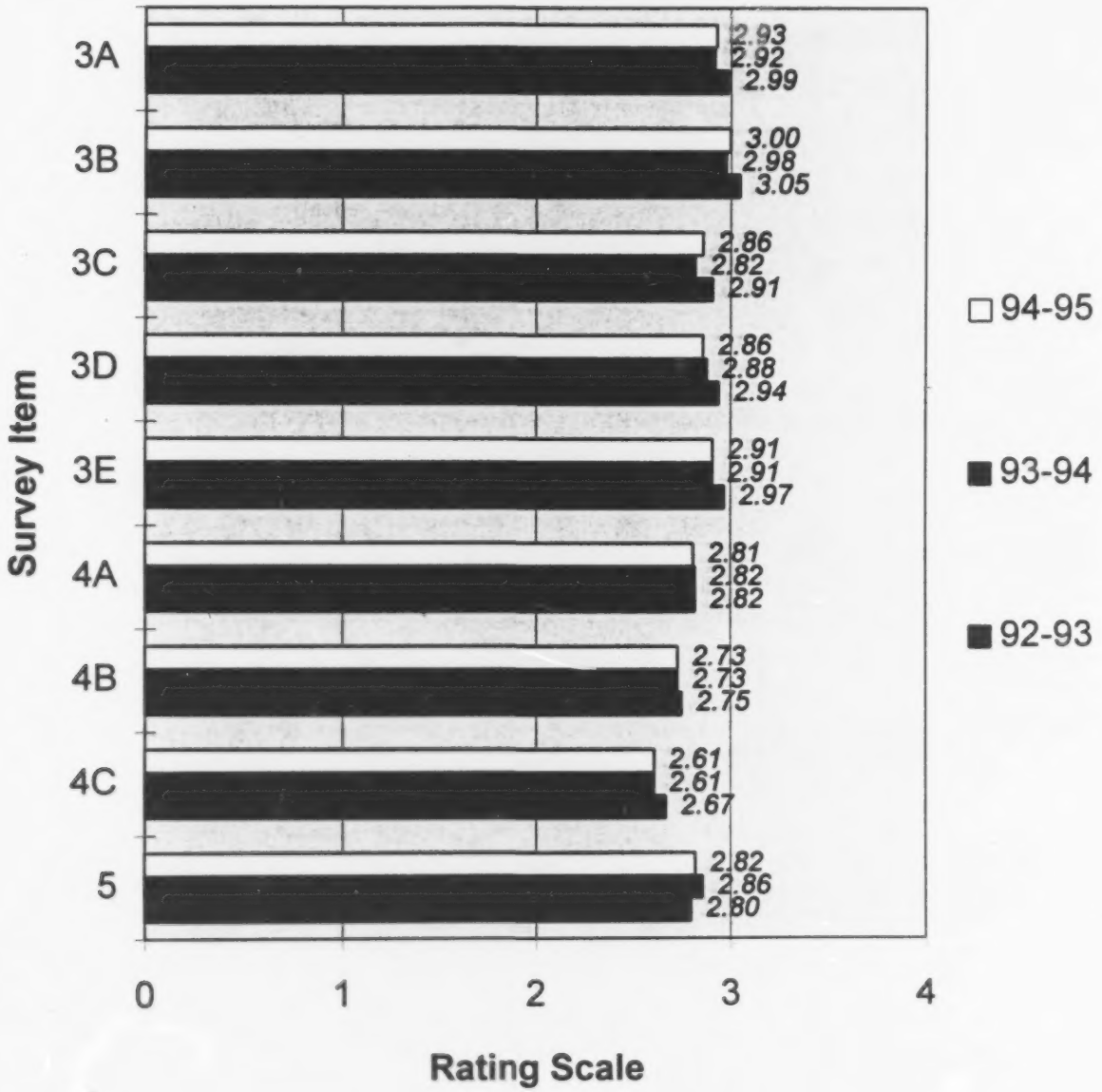
STATE-WIDE
Employer Satisfaction
Item 5. Value of Program in Meeting Your Labor Market Needs



BEST COPY AVAILABLE

STATE-WIDE
Employer Satisfaction

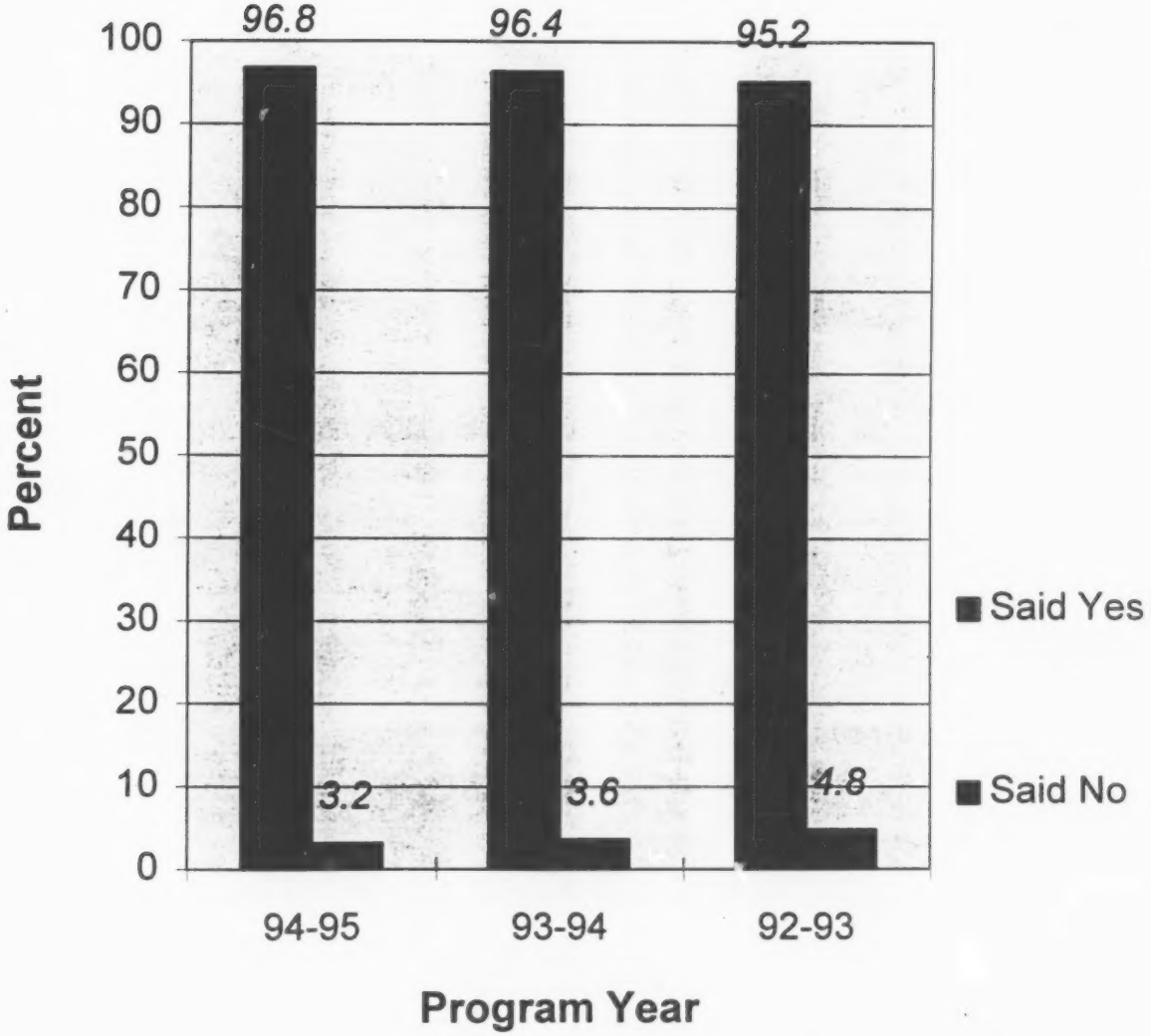
All Firms



BEST COPY AVAILABLE

STATE-WIDE
Employer Satisfaction

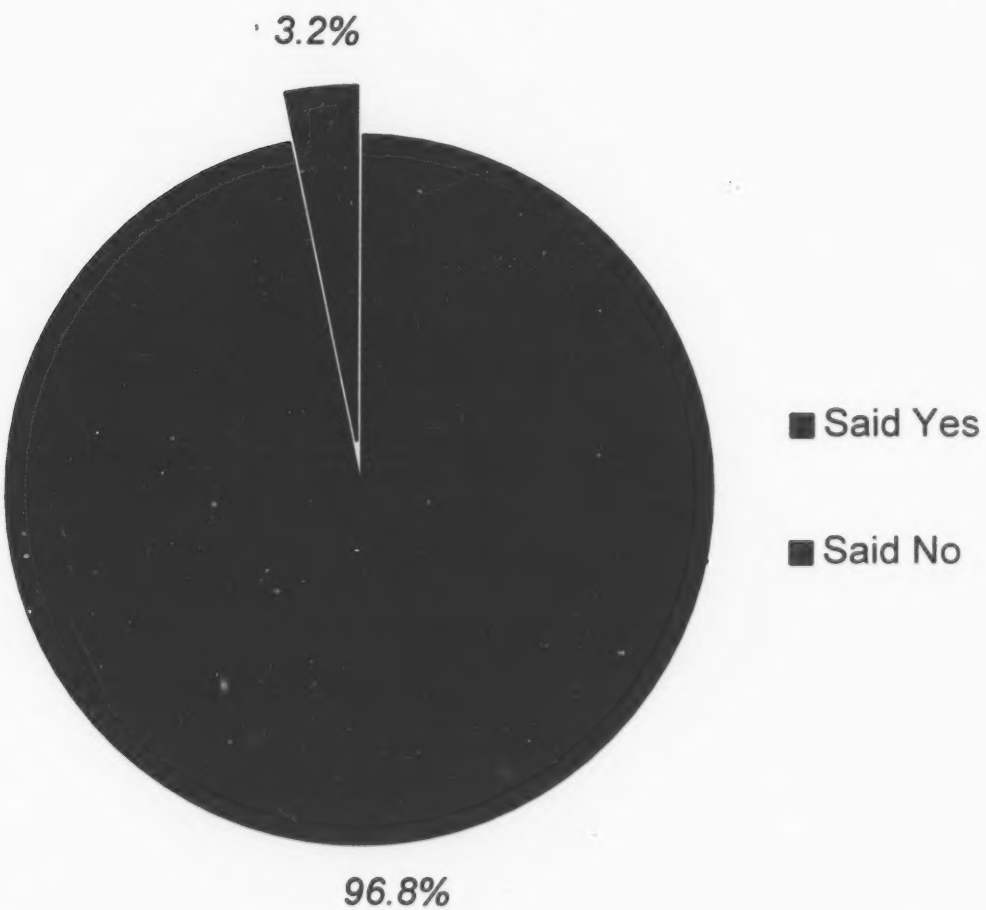
All employers were asked, "Would you hire again?"



BEST COPY AVAILABLE

STATE-WIDE
Employer Satisfaction

All *employers were asked,*
"Would you hire again?"

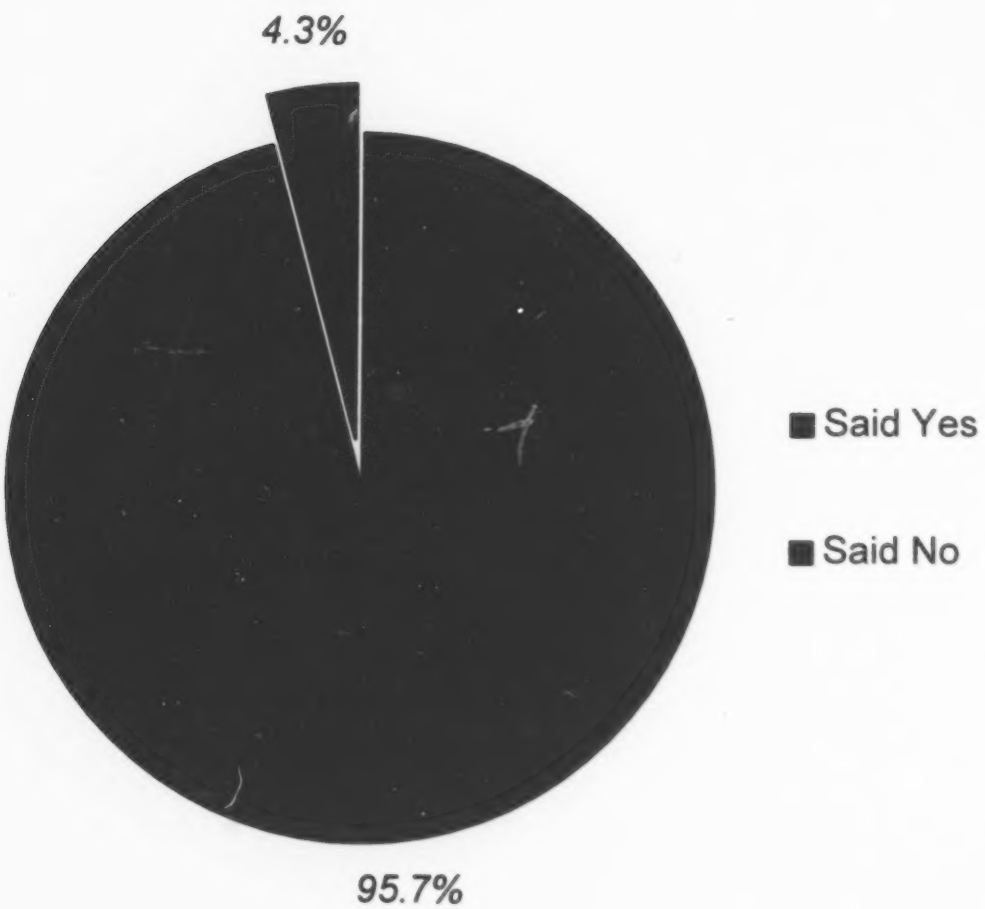


94-95

BEST COPY AVAILABLE

STATE-WIDE
Employer Satisfaction

Employers with less than 50 employees were asked, "Would you hire again?"

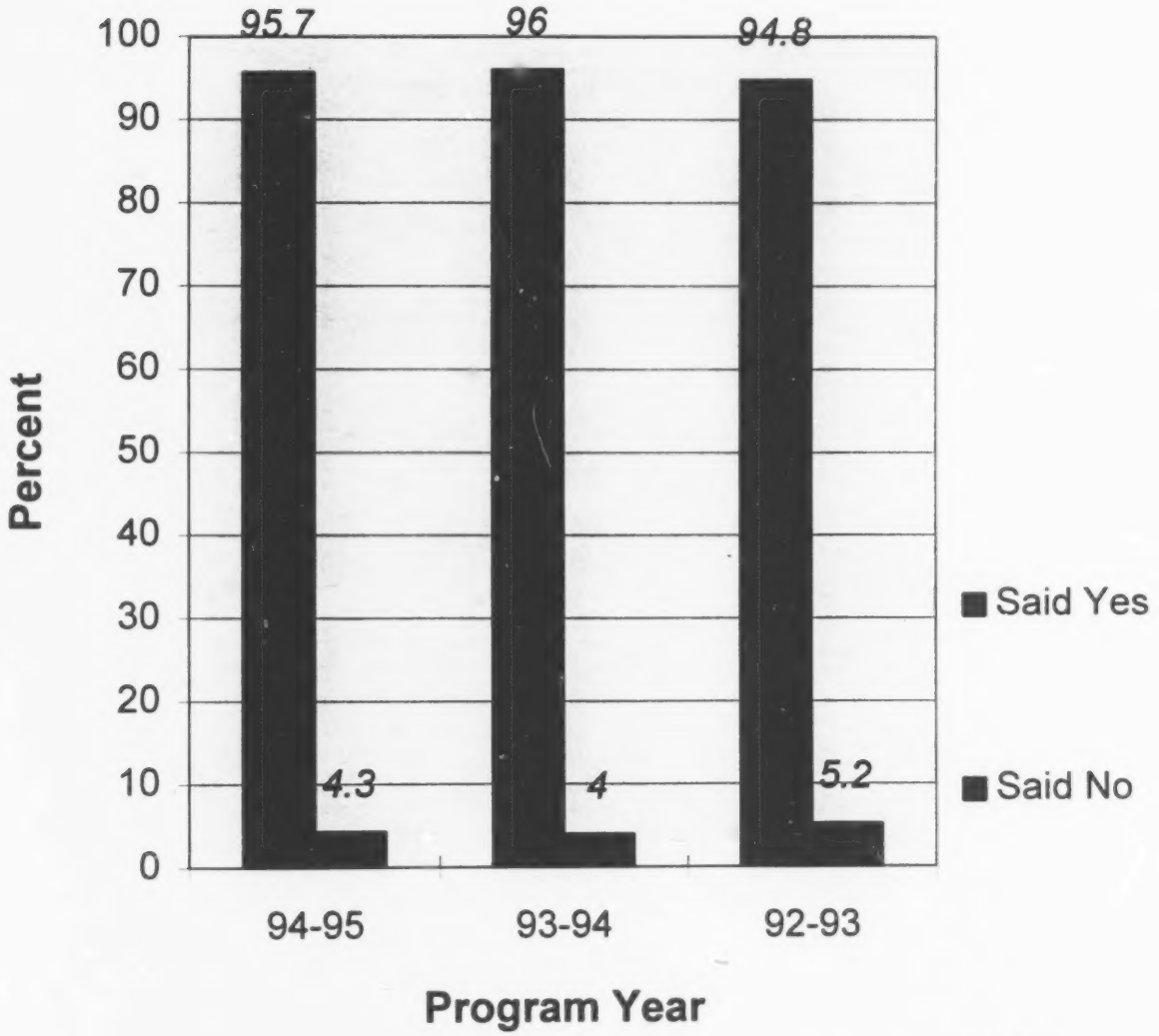


94-95

BEST COPY AVAILABLE

STATE-WIDE
Employer Satisfaction

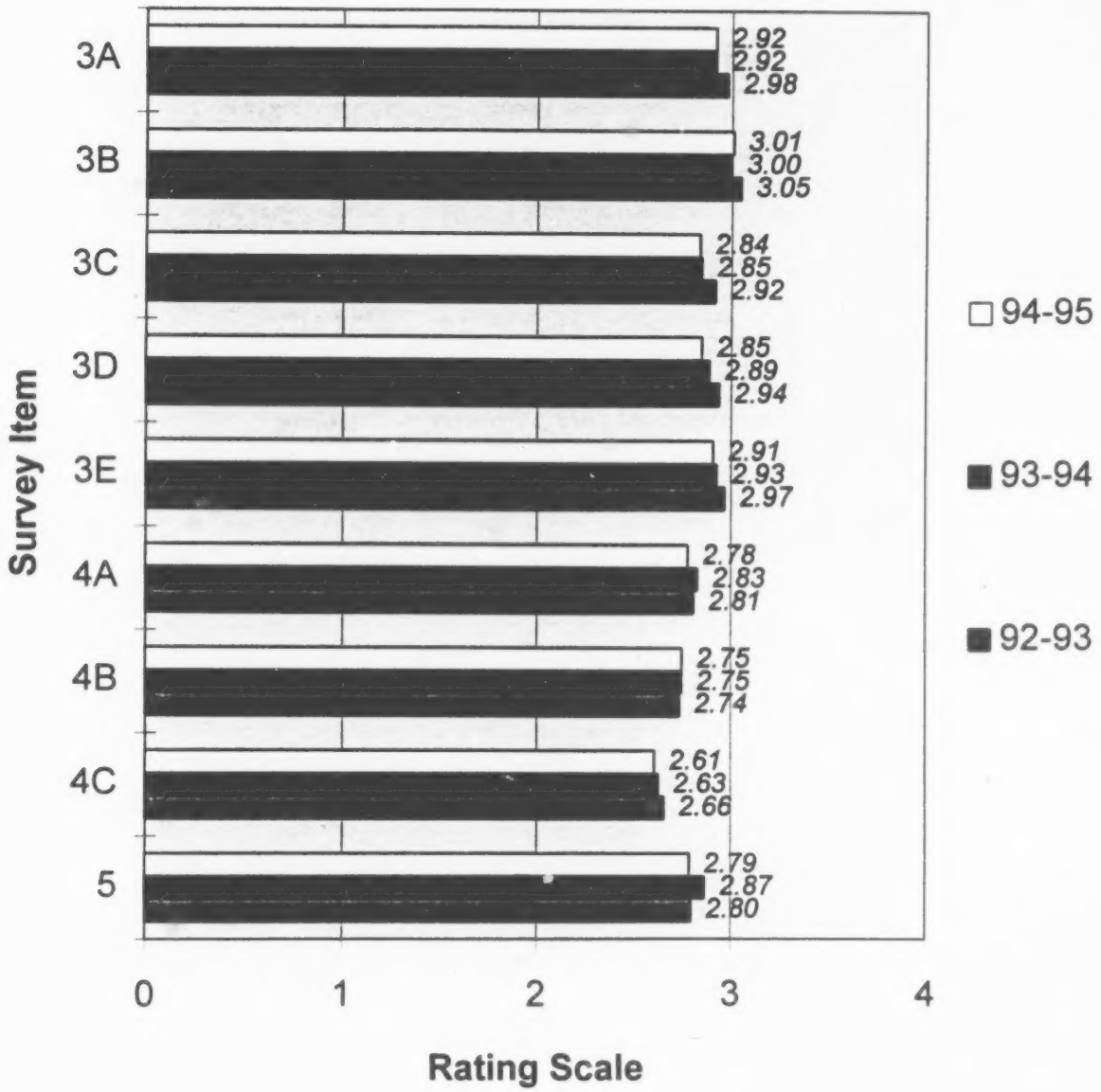
Employers with less than 50 employees were asked, "Would you hire again?"



BEST COPY AVAILABLE

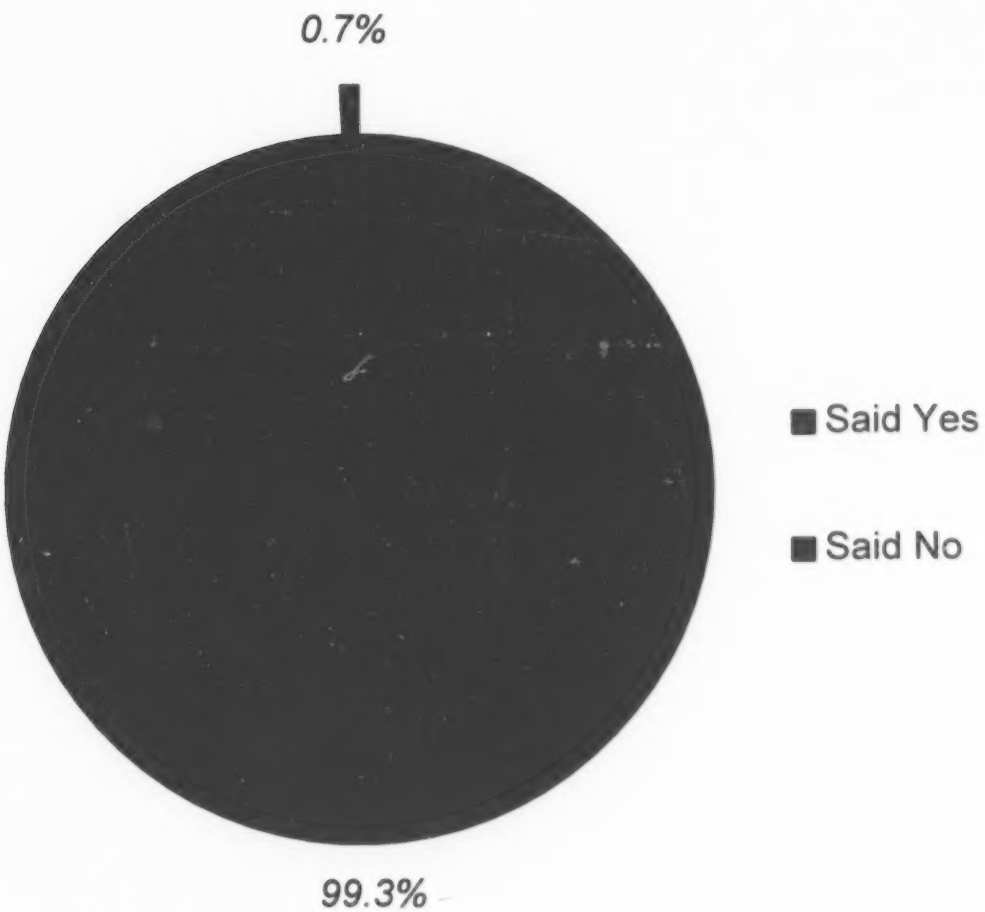
STATE-WIDE
Employer Satisfaction

Firms With Less Than 50 Employees



STATE-WIDE
Employer Satisfaction

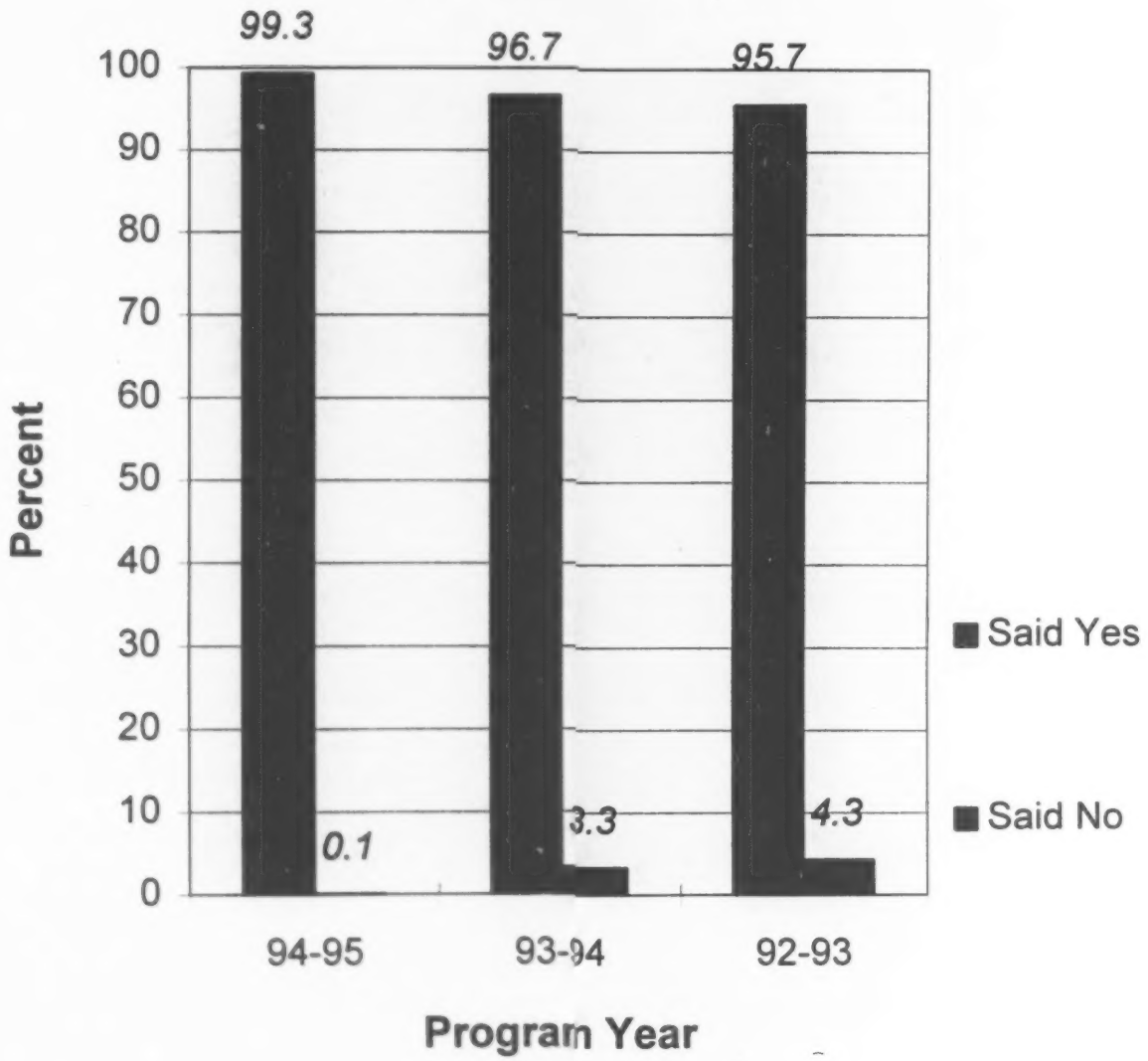
Employers with 50 to 150 employees were asked, "Would you hire again?"



94-95

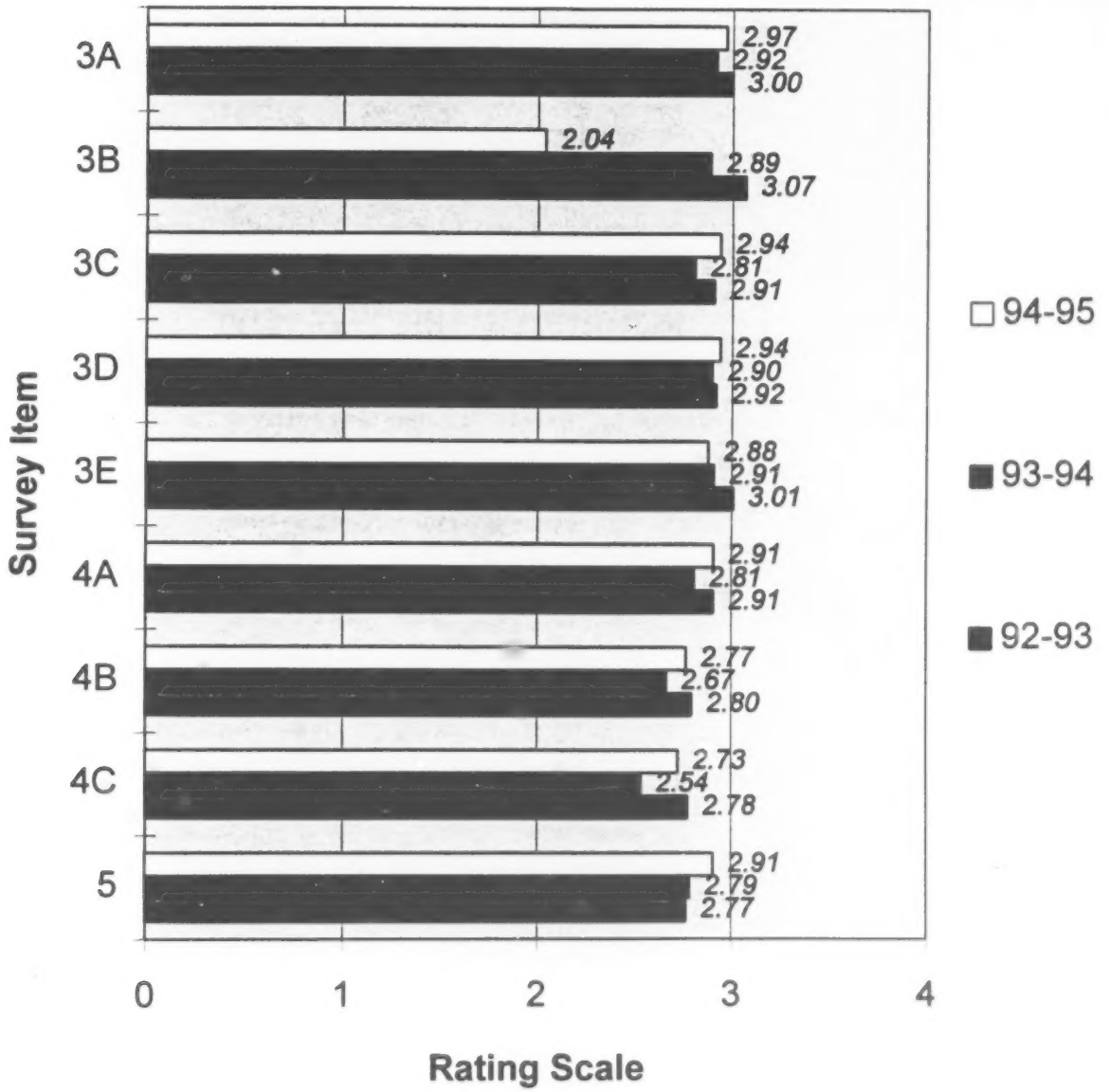
STATE-WIDE
Employer Satisfaction

Employers with 50 to 150 employees were asked, "Would you hire again?"



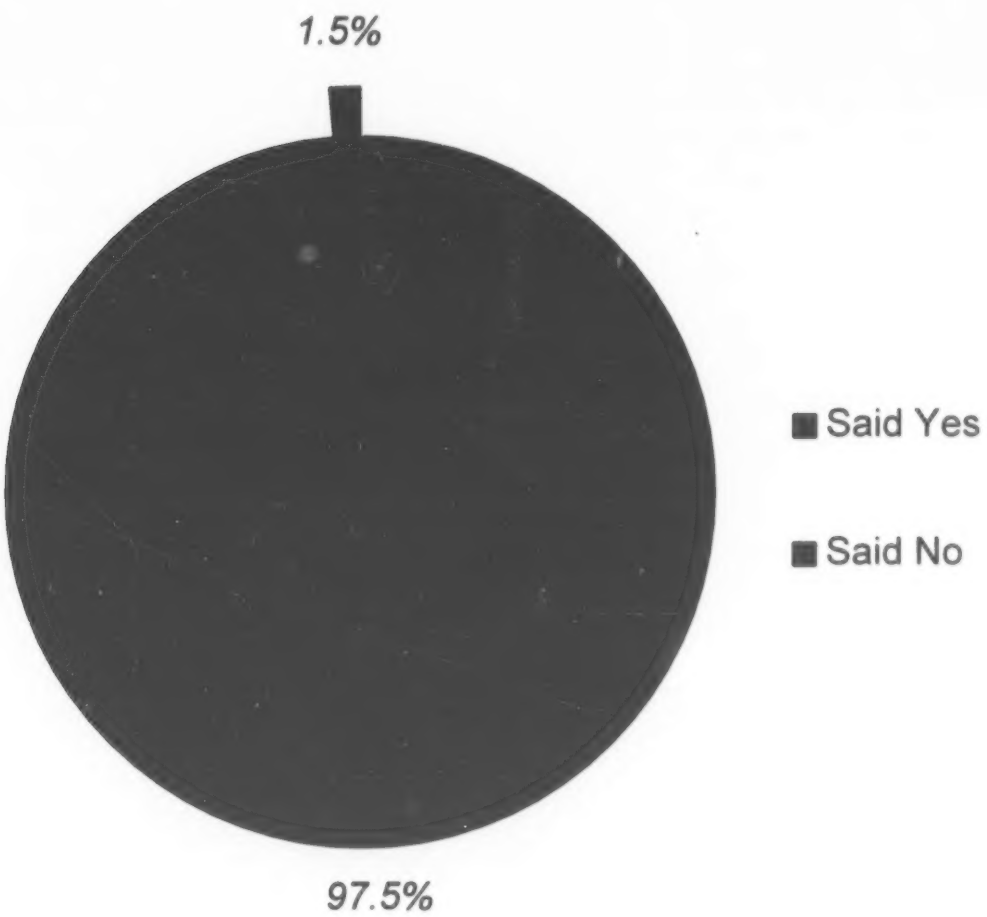
STATE-WIDE
Employer Satisfaction

Firms With 50 to 150 Employees



STATE-WIDE
Employer Satisfaction

Employers with more than 150 employees were asked, "Would you hire again?"

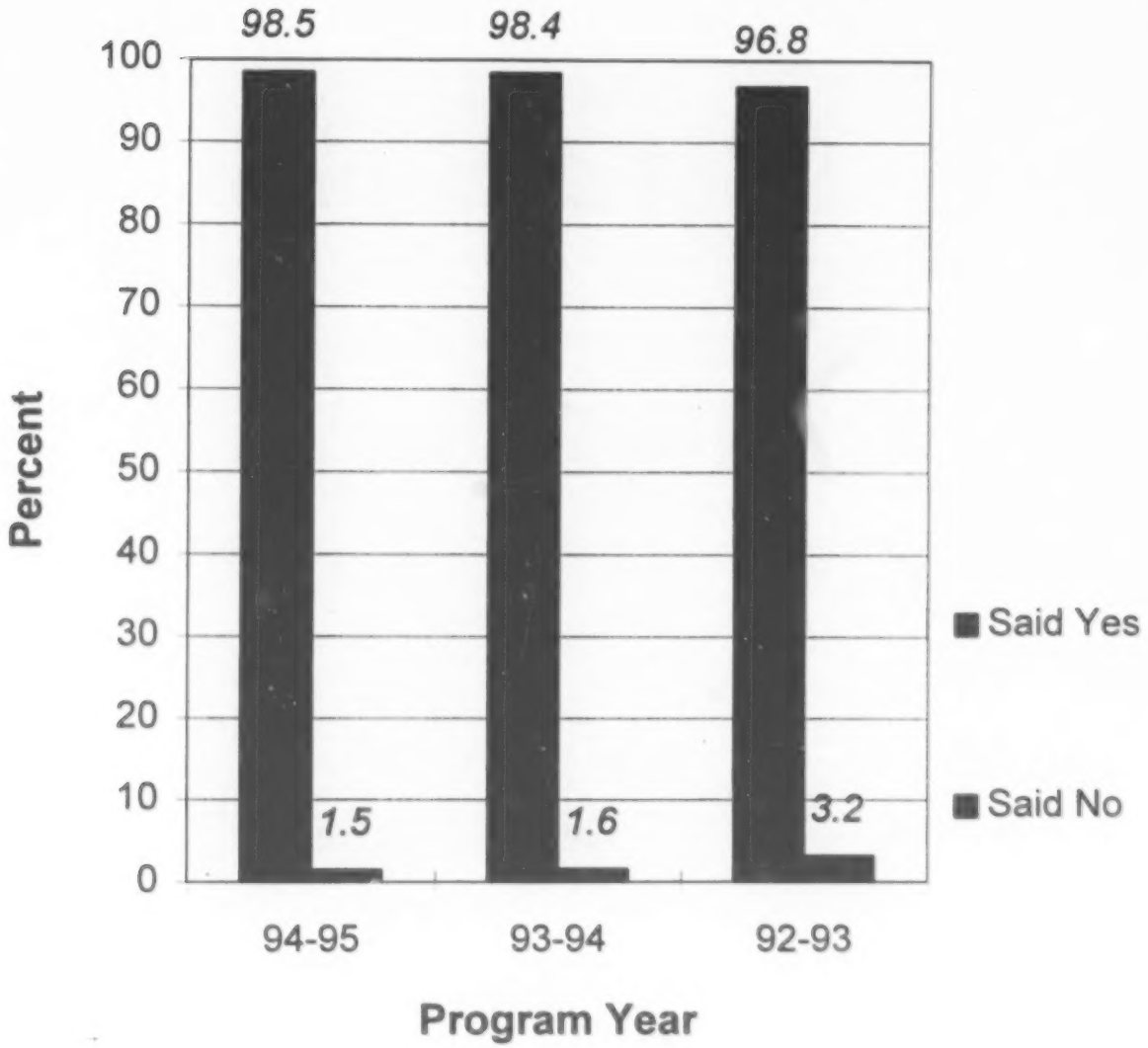


94-95

BEST COPY AVAILABLE

STATE-WIDE
Employer Satisfaction

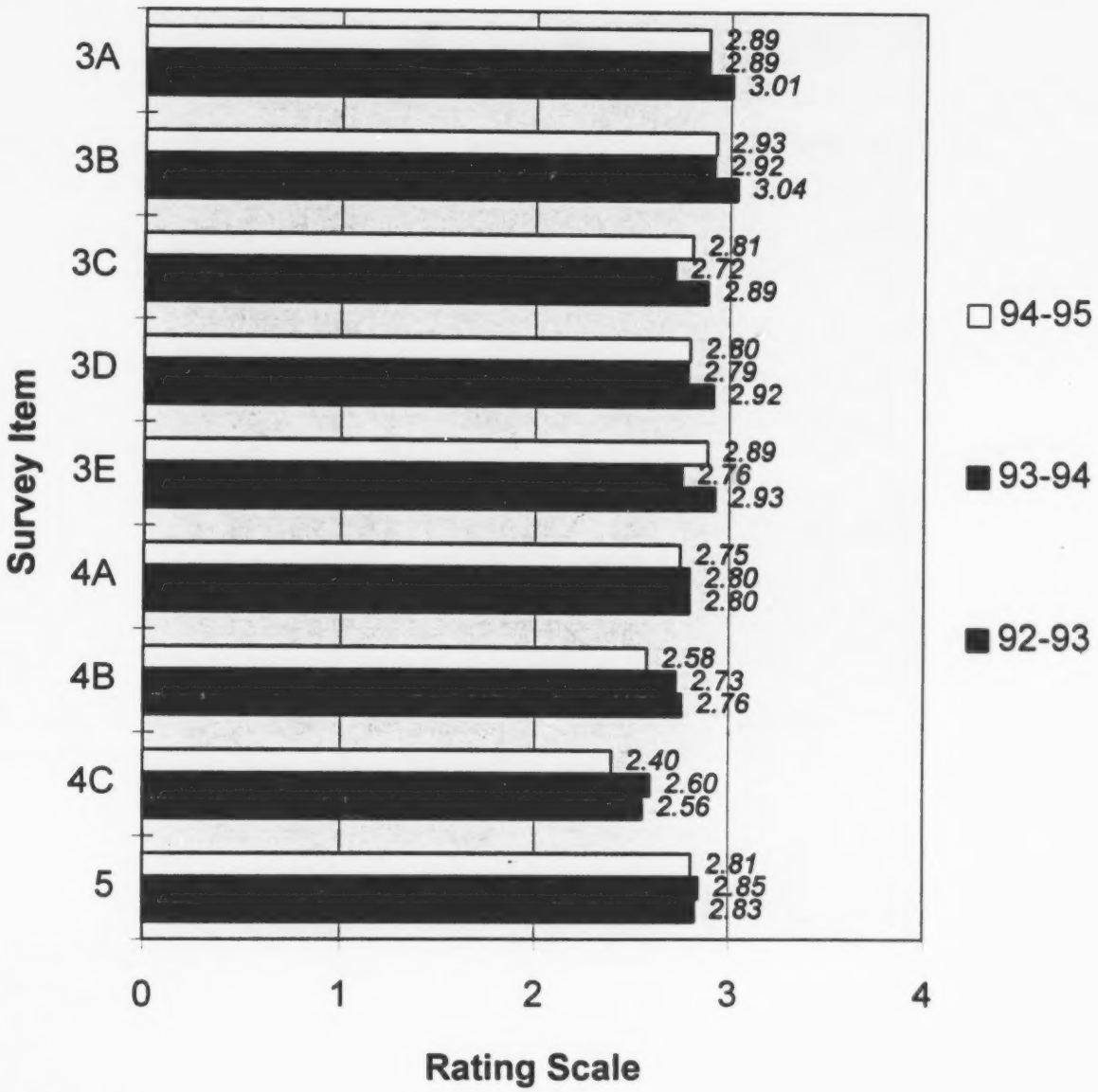
Employers with more than 150 employees were asked, "Would you hire again?"



BEST COPY AVAILABLE

STATE-WIDE
Employer Satisfaction

Firms With More Than 150 Employees



BEST COPY AVAILABLE

CONCLUSIONS AND DISCUSSIONS

The conclusions in this report are derived from the findings of the Employer Satisfaction Survey. A brief discussion paragraph follows each conclusion in order to clarify or provide pertinent information. The discussion opinions and positions are not the policy or positions of the Tennessee Department of Education or the University of Tennessee or the Institute for Assessment and Evaluation.

Conclusion: The mean rating findings again confirm the previous two years' findings with respect to serving as indicators of the Tennessee employers' perceptions of: (1) the value of secondary vocational-technical program completers' entry level skills to other entry-level employees; (2) relevance of local secondary vocational-technical programs to meeting Tennessee employers' labor market needs; and (3) how valuable the secondary vocational-technical programs have been in helping Tennessee employers' meet their labor market needs.

Discussion: The total number of responding Tennessee employers remains respectable. Also, the mean ratings have varied very little during these three years. However, since the eligible programs were not a random or representative sample of the total eligible programs in the state, caution should be the operative word for making inferences of these findings being representative of the total population. Of the nine Likert items, three mean ratings were slightly higher than last year, three were slightly lower, and three remained the same No statistical differences were computed for the nine Likert items. All of the state-wide mean ratings more than satisfy the measurement standard passed by the Tennessee State Board of Education. All of the state-wide mean ratings approach the

value of 3.0 which is under the Likert category of "Good".

Conclusion: The responding Tennessee employers value the entry-level skills of the secondary vocational-technical completers to other entry-level employees on the following survey items:

(3A) Quantity of work
(3B) Quality of work
(3C) Job related technical skills
(3D) Basic academic skills
(3E) General employment skills

Discussion: The state-wide mean ratings for Quality of Work had a mean rating of 3.0 which is labeled "Good" on the Likert scale. Two items, Quantity of Work, and General Employment Skills had mean ratings above 2.90 which is approaching the value of "Good". Job Related Technical Skills and Basic Academic Skills had mean ratings of 2.86. Each of the above items have been perceived as being very important to employers. The mean ratings are state-wide averages which indicates that some systems and local programs had mean ratings above and below the respective state-wide mean ratings.

Conclusion: The responding Tennessee employers perceive the local secondary vocational-technical education programs as relevant to meeting their labor market needs on a state-wide basis on the following survey items:

(4A) Relevance to the work place and to occupations for which students are to be trained.
(4B) The extent to which local programs are realistic for current and future labor market needs.
(4C) The extent to which local programs are realistic for areas of emerging technologies.

Discussion: All of the above items had mean ratings for the third year in a row above 2.50 which is between "Adequate", with a Likert scale value of 2.0, and "Good", with a Likert scale value of 3.0. The state-wide mean rating for item 4A above was 2.81, 2.73 for item 4B and 2.61 for item 4C.

Item 4C on continues to be the lowest rated item of the three items pertaining to relevancy of program. A state-wide mean-rating of 2.61 for Item 4C for relevancy of secondary vocational-technical programs to emerging technologies may be acceptable. When you consider the broad variety of equipment used in the workplace and the rate of technological changes, the mean ratings by the Tennessee employers between "Adequate" and "Good" may be respectable. Secondary vocational-technical schools have not received findings to enable them to use the latest up-to-date equipment for instructional purposes. Local school systems continue to prioritize with respect to equipment replacement and repairs, resources available, and employer demand. Local secondary schools are increasing the involvement of local employers for assisting them in improving programs over time in order to retain or gain relevancy to meeting labor market demands.

Conclusion: Tennessee secondary vocational-technical education programs are valuable to Tennessee employers in working with them for meeting their labor market needs.

Discussion: Tennessee employers continue to value the local secondary vocational-technical programs for working with them to meet labor market needs as indicated by the state-wide mean ratings for the last three years. The state-wide mean ratings have ranged from 2.80 to 2.86, and the current mean rating is 2.82. Tennessee employers have entry-level skill positions and the local secondary

vocational-technical programs are valued as a source for meeting their entry-level needs.

Conclusion: Tennessee employers would hire a very high percentage of the secondary vocational-technical completers again for entry-level employment.

Discussion: Of the 741 Tennessee employers responding to item 6, 96.8 percent indicated they would hire secondary vocational completers again and 3.2 percent or 25 indicated they would not hire secondary vocational completers again. The state-wide percentages for the "Yes" or "would hire again" has remained stable over the three years. Last year, the "Yes" percentage was 96.4 percent and 95.2 percent for the first year. The other sources for entry-level employees were not identified; therefore, the percentage for hiring entry-level employees other than secondary vocational-technical completers is unknown. The continued very strong "Yes" percentage for hiring secondary vocational-technical completers again for entry-level employment is very compelling. Secondary vocational-technical program teachers, administrators, and officials should continue to be pleased with these findings.

Conclusion: A very high percentage of the Tennessee employers, when considered by size of local firm, would hire secondary vocational-technical completers again for entry-level employment.

Discussion: The size of local firms were categorized from less than 50 local employees, 50 to 150 local employees and for firms with more than 150 local employees. The highest percentage for 1994-95, 99.3 percent for hiring secondary vocational-technical completers again was for firms with 50 to 150 local employers. The second highest percentage, 98.5 percent, for hiring secondary vocational-technical completers again was for firms with more

than 150 local employees. The lowest percent for 1994-95, 95.7 percent, for hiring secondary vocational-technical completers again was for firms with less than 50 local employees. Each percentage for hiring secondary vocational-technical completers again is most impressive. The differences from one sized firm to another may not be significantly different. What is important is that these percentages have remained very high for three years for each category by size of firm. The responding Tennessee employers were knowledgeable about the respective secondary vocational-technical completers and should be considered as informed respondents. Those Tennessee employers not knowledgeable, refrained from providing ratings or refused to participate as indicated on unusable returned survey forms.

Conclusion: Employer satisfaction ratings should continue to be secured as an important part of the mix of indicators for secondary vocational-technical education programs' accountability.

Discussion: For three years, Tennessee employers of secondary vocational-technical program completers have provided information and data, even though Perkins II did not require each state to secure such information. This report is limited to the secondary level vocational-technical program completers. The number of program completers from each program should continue to increase due to systems implementing the two-path system and adapting block scheduling. These increasing trends should be encouraging to Tennessee employers.

The employers' satisfaction survey has focused on entry-level employment. Entry-level employment is the most realistic because the vast majority of secondary vocational-technical completers should expect to enter employment at the entry level. Therefore, entry-level employment is the most realistic level to ascertain how secondary

vocational-technical program completers are doing as perceived by their employers.

Employer follow-up studies have been conducted on a limited basis for many years to ascertain the effectiveness of programs. The number of studies conducted on a state-wide basis is limited. The number of states systematically securing data and information over a number of years is even less. The Division of Vocational-Technical Education, Tennessee State Department of Education, is to be commended for having the courage and wisdom to have secured Tennessee Employer Satisfaction ratings for three years as part of the accountability mix. Employer satisfaction ratings are an important indicator of program effectiveness but should not be used in isolation to other indicators for ascertaining program effectiveness.

Conclusion: District-wide findings should not be compared from one district to another.

Discussion: The educational districts are included to provide other windows for reviewing the findings. The district information is possible due to local systems within their area being eligible for participating in the evaluation cycle. Comparisons should not be made from one district to another. The findings are included by district as information and no statistical differences have been computed.

Conclusion: CIP state-wide findings should not be compared from one CIP to another.

Discussion: No sampling procedure was used to select programs to participate in this survey. Local vocational-technical programs were eligible to participated due to the local educational systems status for being evaluated. The findings by CIP are

informative. No statistical differences have been computed.

Conclusion: In order to remain relevant to meeting local employer labor market needs, the local secondary vocational-technical programs need assistance to continue improvement over time.

Discussion: Systematic improvement over time can be measured when leadership is exercised at the state-level. Local systems may not be committed to improving local programs, especially in systems where vocational-technical education is funded as an afterthought. Local systems can provide information but without state assistance and direction, valid, reliable, summative data will be elusive. Many local vocational-technical teachers have been submitting requests for equipment, materials for shop experiences, supplemental instructional material, etc., but have been repeatedly denied or restricted by administration.

Instructional equipment varies within systems as well as between systems. Some of the equipment is very old and out-dated and no longer used in business and industry. Some equipment remains idle due to not being permitted to be repaired and maintained as needed. Some programs are more expensive to initiate and maintain. Remaining relevant or attaining relevancy will require fiscal support. Decisions to secure instructional equipment similar to what is currently being used in business and industry can be justified. In occupational areas with unmet labor demands, justification is easier compared to areas with labor supply surplus. Better instructional equipment for secondary vocational-technical programs will not automatically make programs more relevant, but without instructional equipment similar to what is being used in business and industry, becoming or remaining relevant will be more difficult.

Placement of problem students in vocational programs, regardless of appropriateness, is a serious problem, especially when local teachers are not given adequate supplemental resources. Increasing expectations and standards in response to employers needs becomes a greater problem for programs with high percentages of problem students.

Secondary vocational-technical teachers and administrators must continue the trend for involving local business and industry personnel. These informed, busy people will continue to help as long as their suggestions and ideas receive consideration by the local administration. Planning for improvement over time for secondary vocational-technical programs cost time and money. Local students deserve relevant programs - our Tennessee employers are demanding it.

Conclusion: Assistance in providing local information should be provided to the respective secondary vocational-technical teachers.

Discussion: During the past five to ten years, many reform initiatives have been introduced at the federal and state levels. The vast majority of these initiatives are worthy, but the impact is the greatest on local systems and teachers. Somehow, all of the reform initiatives must be coordinated by the state by prioritizing very early and making expectations known. Secondary vocational-technical teachers are dedicated to providing quality instructional experiences, and reporting demands take away from time on task. Public interest in accountability will continue. Stacking more and more information and reporting requirements on secondary vocational-technical teachers, or other teachers, without assistance is a questionable practice.

The secondary vocational-technical teachers are doing a good job as indicated by the respective

employers satisfaction findings. These teachers and their programs should be recognized as meeting the need of Tennessee employers. Our teachers need this recognition. They also need better leadership and resources for assisting with demands for information and reporting.

Conclusion: Employer satisfaction ratings are for the eligible secondary vocational-technical education programs. Employer satisfaction ratings are not measures of the eligible secondary vocational-technical program teacher's teaching.

Discussion: Evaluating teaching can and should be continued at the local system level. Other accountability instruments and processes have been designed to address teaching. Tennessee Employer Satisfaction systems provide reliable, systematic program evaluation information. No inference has been made to indicate that Employer Satisfaction ratings are a measure of teaching performance.

REFERENCES

Gray, K.C. and Wang, D. (1989). An analysis of the firm size variable in youth employment using the NLS-Y data base. Journal of Vocational Educaton Research, 14(4), 35-49.

McNelly, D.E., Petty, G.C., Thomas, C.D., & Mann, E.C. (1991). A state-wide needs assessment in Tennessee: Employers. Paper presented at the American Vocational Association Convention, Los Angeles, California.

McNelly, D.E., Mann, E.D., & Petty, G.C. (1990). Students' and parents' perceptions about working part-time during the school year in Tennessee public high schools. State Evaluation Project: The University of Tennessee, Department of Technological and Adult Education.

McNelly, D.E., Pierce, R., Blowers, S. (1990). Equipment issues of secondary vocational-technical education in Tennessee. Research in Tennessee Secondary Vocational-Technical Education, Knoxville: University of Tennessee, Office of Research, Department of Technologicaland Adult Education.

Petty, G.C., McNelly, D.E., & Searle, M.A. (1989). Employer ratings of vocational education graduate effectiveness. Knoxville: University of Tennessee, Department of Technological and Adult Education.

Stonehouse, P. (1987). Understanding our image: The Georgia story. Vocational Education Journal, 62 (8), 28-31.

Wilms, W.W. (1984). Vocational education and job success. Phi Delta Kappan, 65 (5), 347-351.

APPENDIX A

1994-1995 EMPLOYER SATISFACTION

ANALYSIS OF RESPONSES BY MAIL AND TELEPHONING

SYSTEM	Number of Eligible Employers	MAIL		TELEPHONING	
		Useable Received	Unusable Refused	Useable Received	Unusable Refused
A	50	35	1	1	0
B	104	50	5	9	10
C	60	37	5	3	6
D	65	35	2	7	2
E	21	14	1	2	0
F	65	30	4	9	11
G	68	28	3	13	8
H	113	50	4	15	16
I	53	25	3	4	2
J	10	2	3	3	1
K	46	28	3	1	2
L	44	23	1	3	8
M	89	45	3	7	7
N	94	38	11	9	25
O	76	35	5	5	14
P	16	7	2	1	3
Q	62	49	3	0	1
R	29	17	1	0	0
S	27	18	0	5	2
T	14	11	0	0	0
U	51	43	1	5	2
V	72	36	7	7	4
W	59	32	0	1	0
TOTAL	1288	688	68	110	124

APPENDIX B

1994-1995 SECONDARY
EMPLOYER SATISFACTION SURVEY

There are no right or wrong answers. Each completed survey will be confidential; only collective data will be reported. Your responses are very important. Please take some time to complete and return this survey within the next five working days.

SYSTEM NUMBER _____ **SCHOOL NUMBER** _____ **DISTRICT NUMBER** _____

CIP NUMBER _____ **SURVEY NUMBER** _____

(The above codes will assist us in reducing follow-up costs for non-respondents.)

1. Number of local employees for your firm? (Select only one)

   _____Less than 50 _____50 to 150 _____More than 150

2. The number of entry-level persons hired last year? _____

3. Rate the value of the entry-level skills for secondary vocational graduates to other entry-level employees in the following areas: (Please circle on number per item.)

		POOR	ADE-QUATE	GOOD	ELCEL-LENT
A.	Quantity of work	1	2	3	4
B.	Quality of work	1	2	3	4
C.	Job related technical skills	1	2	3	4
D.	Basic academic employment skills	1	2	3	4
E.	General employment skills	1	2	3	4

4. In order to remain relevant to the labor market needs of employers, please rate your local secondary vocational program for: (Please circle one number per item.)

		POOR	ADE QUATE	GOOD	EXCEL-LENT
A.	Relevance to the workplace and to occupations for which students are to be trained?	1	2	3	4
B.	The extent to which local programs are realistic for current and future labor market needs?	1	2	3	4
C.	The extent to which local programs are realistic for areas of emerging technologies?	1	2	3	4

5. How valuable has the secondary vocational program been in working with you to meet your labor market needs? 1 2 3 4

6. Based on what you now know about the secondary vocational completers, would you hire others for entry-level employment? (Please circle one)

   YES NO

Please provide any suggestions for improving the local secondary vocational-technical education program. Thank you for your participation. Please return this survey within five working days to: State Evaluation Project, 201 Claxton, University of Tennessee, Knoxville, TN 37996-3400.

APPENDIX C

Table C IV A

State-wide Number and Percent of Responses By Item.

Item	Number and Percent of Responses Ratings			
	Poor	Adequate	Good	Excellent
	N %	N %	N %	N %
3. Rate the value of the entry-level skills for secondary vocational graduates to other entry-level employees in the following areas:				
A. Quantity of Work	24 3.1	157 20.0	452 57.7	151 19.3
B. Quality of Work	20 2.6	127 16.2	462 59.0	174 22.2
C. Job Related Technical Skills	37 4.7	188 24.1	400 51.3	155 19.9
D. Basic Academic Skills	35 4.5	168 21.5	443 56.8	134 17.2
E. General Employment Skills	30 3.8	166 21.3	428 54.8	157 20.1

Table C IV B

State-wide Number and Percent of Responses By Item.

Item	Number and Percent of Responses Ratings			
	Poor	Adequate	Good	Excellent
	N	N	N	N
	%	%	%	%
4. In order to remain relevant to the labor market needs of employers, please rate your local secondary vocational program for:				
A. Relevance to the work place and to occupations for which students are to be trained?	39	192	432	119
	5.0	24.6	55.2	15.2
B. The extent to which local programs are realistic for current and future labor market needs?	49	222	393	115
	6.3	28.5	50.4	14.8
C. The extent to which local programs are realistic for areas of emerging technologies?	82	232	359	98
	10.6	30.1	46.6	12.7
5. How valuable has the secondary vocational program been in working with you to meet your labor market needs?	53	206	341	178
	6.8	26.5	43.8	22.9

Table C V A

State-wide Number and Percent of Responses for Firms With Less Than 50 Local Employees By Item.

Item	Number and Percent of Responses Ratings			
	Poor	Adequate	Good	Excellent
	N	N	N	N
	%	%	%	%
3. Rate the value of the entry-level skills for secondary vocational graduates to other entry-level employees in the following areas:				
A. Quantity of Work	20	103	277	103
	4.0	20.5	55.1	20.5
B. Quality of Work	16	93	262	131
	3.2	18.5	52.2	26.1
C. Job Related Technical Skills	32	117	249	102
	6.4	23.4	49.8	20.4
D. Basic Academic Skills	28	109	271	92
	5.6	21.8	54.2	18.4
E. General Employment Skills	22	109	258	111
	4.4	21.8	51.6	22.2

Table C V B

State-wide Number and Percent of Responses for Firms With Less Than 50 Local Employees By Item.

Item	Number and Percent of Responses Ratings			
	Poor	Adequate	Good	Excellent
	N %	N %	N %	N %
4. In order to remain relevant to the labor market needs of employers, please rate your local secondary vocational program for:				
A. Relevance to the work place and to occupations for which students are to be trained?	32 6.4	118 23.6	275 55.0	75 15.0
B. The extent to which local programs are realistic for current and future labor market needs?	32 6.4	134 26.9	255 51.2	77 15.5
C. The extent to which local programs are realistic for areas of emerging technologies?	54 10.9	143 28.9	235 47.6	62 12.6
5. How valuable has the secondary vocational program been in working with you to meet your labor market needs?	41 8.2	133 26.7	211 42.4	113 22.7

Table C VI A

State-wide Number and Percent of Responses for Firms With 50 to 150 Local Employees By Item.

Item	Number and Percent of Responses Ratings			
	Poor	Adequate	Good	Excellent
	N %	N %	N %	N %
3. Rate the value of the entry-level skills for secondary vocational graduates to other entry-level employees in the following areas:				
A. Quantity of Work	2 1.5	32 23.7	69 51.1	32 23.7
B. Quality of Work	2 1.5	15 11.1	93 68.9	25 18.5
C. Job Related Technical Skills	3 2.2	31 23.0	71 52.6	30 22.2
D. Basic Academic Skills	2 1.5	27 20.0	83 61.5	23 17.0
E. General Employment Skills	4 3.0	29 21.5	80 59.3	22 16.3

Table C VI B

State-wide Number and Percent of Responses for Firms With 50 to 150 Local Employees By Item.

Item	Number and Percent of Responses Ratings			
	Poor	Adequate	Good	Excellent
	N %	N %	N %	N %
4. In order to remain relevant to the labor market needs of employers, please rate your local secondary vocational program for:				
A. Relevance to the work place and to occupations for which students are to be trained?	3 2.2	34 25.0	70 51.5	29 21.3
B. The extent to which local programs are realistic for current and future labor market needs?	8 5.9	38 27.9	66 48.5	24 17.6
C. The extent to which local programs are realistic for areas of emerging technologies?	9 6.7	40 29.9	62 46.3	23 17.2
5. How valuable has the secondary vocational program been in working with you to meet your labor market needs?	7 5.2	32 23.9	61 45.5	34 25.4

Table C VII A

State-wide Number and Percent of Responses for Firms With More Than 150 Local Employees By Item.

Item	Number and Percent of Responses Ratings			
	Poor	Adequate	Good	Excellent
	N %	N %	N %	N %
3. Rate the value of the entry-level skills for secondary vocational graduates to other entry-level employees in the following areas:				
A. Quantity of Work	2 1.5	21 15.9	98 74.2	11 8.3
B. Quality of Work	1 0.8	18 13.6	101 76.5	12 9.1
C. Job Related Technical Skills	2 1.5	38 28.8	75 56.8	17 12.9
D. Basic Academic Skills	5 3.8	30 22.7	83 62.9	14 10.6
E. General Employment Skills	3 2.3	27 20.5	83 62.9	19 14.4

Table C VII B

State-wide Number and Percent of Responses for Firms With More than 150 Local Employees By Item.

Item	Number and Percent of Responses Ratings			
	Poor	Adequate	Good	Excellent
	N %	N %	N %	N %
4. In order to remain relevant to the labor market needs of employers, please rate your local secondary vocational program for:				
A. Relevance to the work place and to occupations for which students are to be trained?	4 3.0	36 27.1	82 61.7	11 8.3
B. The extent to which local programs are realistic for current and future labor market needs?	9 6.8	48 36.1	65 48.9	11 8.3
C. The extent to which local programs are realistic for areas of emerging technologies?	19 14.5	48 36.8	56 42.7	8 6.1
5. How valuable has the secondary vocational program been in working with you to meet your labor market needs?	5 3.8	39 29.3	65 48.9	24 18.0

APPENDIX D

Table D VIII A - Agriculture

State-wide Number and Percent of Responses Per Item Rating the Local Secondary Vocational Program by CIP 01.

Item	Number and Percent of Responses Ratings			
	Poor	Adequate	Good	Excellent
	N %	N %	N %	N %
3. Rate the value of the entry-level skills for secondary vocational graduates to other entry-level employees in the following areas:				
A. Quantity of Work	2 1.4	38 26.2	83 57.2	22 15.2
B. Quality of Work	1 0.7	33 22.8	89 61.4	22 15.2
C. Job Related Technical Skills	7 4.8	46 31.7	80 55.2	12 8.3
D. Basic Academic Skills	10 6.9	43 29.9	78 54.2	13 9.0
E. General Employment Skills	6 4.1	41 28.3	77 53.1	21 14.5

Table D VIII B - Agriculture

State-wide Number and Percent of Responses Per Item Rating the Local Secondary Vocational Program by CIP 01.

Item	Number and Percent of Responses Ratings			
	Poor	Adequate	Good	Excellent
	N %	N %	N %	N %
4. In order to remain relevant to the labor market needs of employers, please rate your local secondary vocational program for:				
A. Relevance to the work place and to occupations for which students are to be trained?	7 4.9	52 36.1	72 50.0	13 9.0
B. The extent to which local programs are realistic for current and future labor market needs?	11 7.6	58 40.3	63 43.8	12 8.3
C. The extent to which local programs are realistic for areas of emerging technologies?	23 16.2	50 35.2	59 41.5	10 7.0
5. How valuable has the secondary vocational program been in working with you to meet your labor market needs?	14 9.7	57 39.6	51 35.4	22 15.3

Table D IX A - Business

State-wide Number and Percent of Responses Per Item Rating the Local Secondary Vocational Program by CIP 07 .

Item	Number and Percent of Responses Ratings			
	Poor	Adequate	Good	Excellent
	N %	N %	N %	N %
3. Rate the value of the entry-level skills for secondary vocational graduates to other entry-level employees in the following areas:				
A. Quantity of Work	2 1.7	21 17.4	75 62.0	23 19.0
B. Quality of Work	1 0.8	16 13.2	77 63.6	27 22.3
C. Job Related Technical Skills	2 1.7	31 25.6	63 52.1	25 20.7
D. Basic Academic Skills	4 3.3	21 17.4	66 54.5	30 24.8
E. General Employment Skills	3 2.5	24 19.8	65 53.7	29 24.0

Table D IX B - Business

State-wide Number and Percent of Responses Per Item Rating the Local Secondary Vocational Program by CIP 07 .

Item	Number and Percent of Responses Ratings			
	Poor	Adequate	Good	Excellent
	N %	N %	N %	N %
4. In order to remain relevant to the labor market needs of employers, please rate your local secondary vocational program for:				
A. Relevance to the work place and to occupations for which students are to be trained?	7 5.9	29 24.4	63 52.9	20 16.8
B. The extent to which local programs are realistic for current and future labor market needs?	7 5.9	33 27.7	61 51.3	18 15.1
C. The extent to which local programs are realistic for areas of emerging technologies?	11 9.3	34 28.8	60 50.8	13 11.0
5. How valuable has the secondary vocational program been in working with you to meet your labor market needs?	8 6.7	23 19.2	63 52.5	26 21.7

Table D X A - Marketing

State-wide Number and Percent of Responses Per Item Rating the Local Secondary Vocational Program by CIP 08.

Item	Number and Percent of Responses Ratings			
	Poor	Adequate	Good	Excellent
	N %	N %	N %	N %
3. Rate the value of the entry-level skills for secondary vocational graduates to other entry-level employees in the following areas:				
A. Quantity of Work	0 0.0	12 17.1	40 57.1	18 25.7
B. Quality of Work	0 0.0	13 18.6	38 54.3	19 27.1
C. Job Related Technical Skills	1 1.4	20 29.0	31 44.9	17 24.6
D. Basic Academic Skills	0 0.0	15 21.4	40 57.1	15 21.4
E. General Employment Skills	0 0.0	18 25.7	36 51.4	16 22.9

Table D X B - Marketing

State-wide Number and Percent of Responses Per Item Rating the Local Secondary Vocational Program by CIP 08.

Item	Number and Percent of Responses Ratings			
	Poor	Adequate	Good	Excellent
	N %	N %	N %	N %
4. In order to remain relevant to the labor market needs of employers, please rate your local secondary vocational program for:				
A. Relevance to the work place and to occupations for which students are to be trained?	2 2.7	16 21.9	48 65.8	7 9.6
B. The extent to which local programs are realistic for current and future labor market needs?	2 2.7	15 20.5	48 65.8	8 11.0
C. The extent to which local programs are realistic for areas of emerging technologies?	3 4.2	23 31.9	38 52.8	8 11.1
5. How valuable has the secondary vocational program been in working with you to meet your labor market needs?	0 0.0	19 26.8	34 47.9	18 25.4

Table D XI A - Cosmetology

State-wide Number and Percent of Responses Per Item Rating the Local Secondary Vocational Program by CIP 12 .

Item	Number and Percent of Responses Ratings			
	Poor	Adequate	Good	Excellent
	N %	N %	N %	N %
3. Rate the value of the entry-level skills for secondary vocational graduates to other entry-level employees in the following areas:				
A. Quantity of Work	3 9.1	7 21.2	16 48.5	7 21.2
B. Quality of Work	3 9.1	5 15.2	15 45.5	10 30.3
C. Job Related Technical Skills	5 15.2	5 15.2	14 42.4	9 27.3
D. Basic Academic Skills	3 9.4	9 28.1	15 46.9	5 15.6
E. General Employment Skills	3 9.4	9 28.1	10 31.3	10 31.3

Table D XI B - Cosmetology

State-wide Number and Percent of Responses Per Item Rating the Local Secondary Vocational Program by CIP 12.

Item	Number and Percent of Responses Ratings			
	Poor	Adequate	Good	Excellent
	N %	N %	N %	N %
4. In order to remain relevant to the labor market needs of employers, please rate your local secondary vocational program for:				
A. Relevance to the work place and to occupations for which students are to be trained?	4 12.1	7 21.2	15 45.5	7 21.2
B. The extent to which local programs are realistic for current and future labor market needs?	2 6.1	9 27.3	17 51.5	5 15.2
C. The extent to which local programs are realistic for areas of emerging technologies?	3 9.4	13 40.6	12 37.5	4 12.5
5. How valuable has the secondary vocational program been in working with you to meet your labor market needs?	4 12.1	12 36.4	12 36.4	5 15.2

Table D XII A - Health

State-wide Number and Percent of Responses Per Item Rating the Local Secondary Vocational Program by CIP 17.

Item	Number and Percent of Responses Ratings			
	Poor	Adequate	Good	Excellent
	N %	N %	N %	N %
3. Rate the value of the entry-level skills for secondary vocational graduates to other entry-level employees in the following areas:				
A. Quantity of Work	0 0.0	6 12.8	28 59.6	13 27.7
B. Quality of Work	0 0.0	5 10.6	31 66.0	11 23.4
C. Job Related Technical Skills	0 0.0	4 8.5	34 72.3	9 19.1
D. Basic Academic Skills	0 0.0	4 8.5	35 74.5	8 17.0
E. General Employment Skills	1 2.1	6 12.8	32 68.1	8 17.0

Table D XII B - Health

State-wide Number and Percent of Responses Per Item Rating the Local Secondary Vocational Program by CIP 17.

Item	Number and Percent of Responses Ratings			
	Poor	Adequate	Good	Excellent
	N %	N %	N %	N %
4. In order to remain relevant to the labor market needs of employers, please rate your local secondary vocational program for:				
A. Relevance to the work place and to occupations for which students are to be trained?	0 0.0	6 12.8	25 53.2	16 34.0
B. The extent to which local programs are realistic for current and future labor market needs?	1 2.1	10 21.3	28 59.6	8 17.0
C. The extent to which local programs are realistic for areas of emerging technologies?	3 6.4	8 17.0	25 53.2	11 23.4
5. How valuable has the secondary vocational program been in working with you to meet your labor market needs?	1 2.2	4 8.7	27 58.7	14 30.4

Table D XIII A - Home Economics

State-wide Number and Percent of Responses Per Item Rating the Local Secondary Vocational Program by CIP 20.

Item	Number and Percent of Responses Ratings			
	Poor	Adequate	Good	Excellent
	N %	N %	N %	N %
3. Rate the value of the entry-level skills for secondary vocational graduates to other entry-level employees in the following areas:				
A. Quantity of Work	0 0.0	9 30.0	13 43.3	8 26.7
B. Quality of Work	0 0.0	3 10.0	16 53.3	11 36.7
C. Job Related Technical Skills	2 6.7	4 13.3	15 50.0	9 30.0
D. Basic Academic Skills	1 3.3	5 16.7	18 60.0	6 20.0
E. General Employment Skills	1 3.3	7 23.3	13 43.3	9 30.0

Table D XIII B - Home Economics

State-wide Number and Percent of Responses Per Item Rating the Local Secondary Vocational Program by CIP 20 .

Item	Number and Percent of Responses Ratings			
	Poor	Adequate	Good	Excellent
	N %	N %	N %	N %
4. In order to remain relevant to the labor market needs of employers, please rate your local secondary vocational program for:				
A. Relevance to the work place and to occupations for which students are to be trained?	2 6.7	3 10.0	19 63.3	6 20.0
B. The extent to which local programs are realistic for current and future labor market needs?	0 0.0	4 13.3	19 63.3	7 23.3
C. The extent to which local programs are realistic for areas of emerging technologies?	0 0.0	8 27.6	15 51.7	6 20.7
5. How valuable has the secondary vocational program been in working with you to meet your labor market needs?	2 6.7	5 16.7	13 43.3	10 33.3

Table D XIV A - Trade and Industrial

State-wide Number and Percent of Responses Per Item Rating the Local Secondary Vocational Program by CIP 46 .

Item	Number and Percent of Responses Ratings			
	Poor	Adequate	Good	Excellent
	N %	N %	N %	N %
3. Rate the value of the entry-level skills for secondary vocational graduates to other entry-level employees in the following areas:				
A. Quantity of Work	2 3.4	7 11.9	36 61.0	14 23.7
B. Quality of Work	1 1.7	9 15.3	33 55.9	16 27.1
C. Job Related Technical Skills	2 3.4	11 19.0	31 53.4	14 24.1
D. Basic Academic Skills	2 3.4	10 17.2	32 55.2	14 24.1
E. General Employment Skills	2 3.4	7 11.9	36 61.0	14 23.7

Table D XIV B - Trade and Industrial

State-wide Number and Percent of Responses Per Item Rating the Local Secondary Vocational Program by CIP 46 .

Item	Number and Percent of Responses Ratings			
	Poor	Adequate	Good	Excellent
	N %	N %	N %	N %
4. In order to remain relevant to the labor market needs of employers, please rate your local secondary vocational program for:				
A. Relevance to the work place and to occupations for which students are to be trained?	1 1.7	12 20.3	34 57.6	12 20.3
B. The extent to which local programs are realistic for current and future labor market needs?	1 1.7	16 27.6	31 53.6	10 17.2
C. The extent to which local programs are realistic for areas of emerging technologies?	2 3.4	15 25.9	32 55.2	9 15.5
5. How valuable has the secondary vocational program been in working with you to meet your labor market needs?	2 3.4	13 22.0	26 44.1	18 30.5

Table D XV A - Trade and Industrial

State-wide Number and Percent of Responses Per Item Rating the Local Secondary Vocational Program by CIP 47.

Item	Number and Percent of Responses Ratings			
	Poor	Adequate	Good	Excellent
	N %	N %	N %	N %
3. Rate the value of the entry-level skills for secondary vocational graduates to other entry-level employees in the following areas:				
A. Quantity of Work	4 3.1	30 22.9	79 60.3	18 13.7
B. Quality of Work	5 3.8	19 14.6	82 63.1	24 18.5
C. Job Related Technical Skills	8 6.2	29 22.5	64 49.6	28 21.7
D. Basic Academic Skills	9 6.9	24 18.5	77 59.2	20 15.4
E. General Employment Skills	5 3.8	23 17.7	77 59.2	25 19.2

Table D XV B - Trade and Industrial

State-wide Number and Percent of Responses Per Item Rating the Local Secondary Vocational Program by CIP 47.

Item	Number and Percent of Responses Ratings			
	Poor	Adequate	Good	Excellent
	N %	N %	N %	N %
4. In order to remain relevant to the labor market needs of employers, please rate your local secondary vocational program for:				
A. Relevance to the work place and to occupations for which students are to be trained?	13 9.9	21 16.0	79 60.3	18 13.7
B. The extent to which local programs are realistic for current and future labor market needs?	16 12.3	31 23.8	65 50.0	18 13.8
C. The extent to which local programs are realistic for areas of emerging technologies?	19 14.7	34 26.4	59 45.7	17 13.2
5. How valuable has the secondary vocational program been in working with you to meet your labor market needs?	14 10.8	28 21.5	58 44.6	30 23.1

Table D XVI A - Trade and Industrial

State-wide Number and Percent of Responses Per Item Rating the Local Secondary Vocational Program by CIP 48.

Item	Number and Percent of Responses Ratings			
	Poor	Adequate	Good	Excellent
	N %	N %	N %	N %
3. Rate the value of the entry-level skills for secondary vocational graduates to other entry-level employees in the following areas:				
A. Quantity of Work	8 7.1	21 18.6	62 54.9	22 19.5
B. Quality of Work	6 5.3	21 18.6	60 53.1	26 23.0
C. Job Related Technical Skills	8 7.1	26 23.0	51 45.1	28 24.8
D. Basic Academic Skills	4 3.5	27 23.9	66 58.4	16 14.2
E. General Employment Skills	6 5.3	24 21.2	65 57.5	18 15.9

Table D XVI B - Trade and Industrial

State-wide Number and Percent of Responses Per Item Rating the Local Secondary Vocational Program by CIP 48.

Item	Number and Percent of Responses Ratings			
	Poor	Adequate	Good	Excellent
	N %	N %	N %	N %
4. In order to remain relevant to the labor market needs of employers, please rate your local secondary vocational program for:				
A. Relevance to the work place and to occupations for which students are to be trained?	2 1.8	33 29.5	61 54.9	16 14.3
B. The extent to which local programs are realistic for current and future labor market needs?	8 7.2	34 30.6	48 43.2	21 18.9
C. The extent to which local programs are realistic for areas of emerging technologies?	16 14.5	35 31.8	45 40.9	14 12.7
5. How valuable has the secondary vocational program been in working with you to meet your labor market needs?	8 7.2	38 34.2	41 36.9	24 21.6

Table D XVII A - General Co-op

State-wide Number and Percent of Responses Per Item Rating the Local Secondary Vocational Program by CIP 99.

Item	Number and Percent of Responses Ratings			
	Poor	Adequate	Good	Excellent
	N %	N %	N %	N %
3. Rate the value of the entry-level skills for secondary vocational graduates to other entry-level employees in the following areas:				
A. Quantity of Work	1 5.0	1 5.0	14 70.0	4 20.0
B. Quality of Work	1 5.0	1 5.0	12 60.0	6 30.0
C. Job Related Technical Skills	1 5.0	7 35.0	9 45.0	3 15.0
D. Basic Academic Skills	1 5.0	6 30.0	8 40.0	5 25.0
E. General Employment Skills	1 5.0	4 20.0	9 45.0	6 30.0

Table D XVII B - General Co-op

State-wide Number and Percent of Responses Per Item Rating the Local Secondary Vocational Program by CIP 99 .

Item	Number and Percent of Responses Ratings			
	Poor	Adequate	Good	Excellent
	N %	N %	N %	N %
4. In order to remain relevant to the labor market needs of employers, please rate your local secondary vocational program for:				
A. Relevance to the work place and to occupations for which students are to be trained?	1 5.3	7 36.8	8 42.1	3 15.8
B. The extent to which local programs are realistic for current and future labor market needs?	1 5.3	6 31.6	7 36.8	5 26.3
C. The extent to which local programs are realistic for areas of emerging technologies?	2 10.5	6 31.6	6 31.6	5 26.3
5. How valuable has the secondary vocational program been in working with you to meet your labor market needs?	0 0.0	1 5.3	9 47.4	9 47.4

APPENDIX E

Appendix E

Comments From Respondents

The following comments have been edited by deleting personal names and names of businesses. The comments are grouped into CIP Codes as follows: CIP 01 Agriculture; CIP 07 Office Technology; CIP 08 Co-Op and Marketing; CIP 12 Cosmetology; CIP 20 Child Care, Foods and Tailoring; CIP 46 Building Trades and General Shop; CIP 47 Auto Technology, Auto Body, Auto Mechanics, Air Conditioning and Refrigeration; CIP 48 Metals and Drafting; CIP 51 Health; CIP 52 Office Technology; and CIP 99 General Co-Op.

A. **CIP 01 Agriculture**

1. I really think skill training would be important to our industry.

2. Not sure which employee you are talking about.

3. Greater emphasis in computer systems and technologies related to robotics equipment and its application in today's manufacturing facilities.

4. You ask the wrong questions. You should be interested in the more than 300 applicants I don't hire because they can't fill out a job application or read directions.

5. Our greenhouse is the only one of any size in the county, and it would be improved by providing a greenhouse training program. The employee was excellent and easily trained

6. I would hire others to work on a one-on-one basis.

7. Better publication on classes that are offered.

8. I would like to offer a few comments regarding vocational-technical education as it relates to our business needs for now and in the future. The importance of good work habits cannot be overemphasized. Most of the better paying jobs for the next twenty years will require "traditional" technical skills. The best preparation for these careers is basic technical skills and training. And in general, the secondary education system is not equipped to deal with emerging technologies.

9. I think that schools should teach more about what is expected from them. In other words, it's time to work

and not play. They need to be responsible employees. Companies don't have a lot of money that they can just pay them for doing nothing. In order to stay in business, they have to make a profit. I don't think that schools teach today that in order to make a living today, they have to work for it. Companies can't afford to just give money away to them for nothing. They also need to be taught that they are a part of that company, and that what they do will effect a company for good or bad. If they want a good secure job in a company, what they do will help make it.

10. I believe there may be a need for looking at basic work ethics included along with the skills.

11. I think that by allowing students to work in areas that they are trained for allows them to realize the need to listen and pay more attention to their instructors. This is an excellent plan for them.

12. There are too many kids getting out of school that cannot count, make change, use common sense when confronted with problems, or take their jobs seriously. They just plainly do not want to work! They need to learn the basics first, then the specialized skills.

13. Students receiving grant money should be given an incentive to work without worry of losing their grant money, especially in a part-time job.

14. They need to show up on time and cooperate with fellow employees.

B. **CIP 07 Office Technology**

1. Teaching telephone skills is necessary and also basic accounting procedures should be taught.

2. Need more advanced software training programs such as Windows, Lotus for Windows, and WordPerfect for Windows.

3. Keep communicating with local business and industry so their needs are known. At the present time, the school is doing a great service to our area, and I hope it doesn't change.

4. There is an issue I personally feel does not get enough attention in the educational system, and that is a need to focus on proper use of grammar and basic writing skills. Certainly grammar begins in the early stages of the education process, and still I continually find this

a very critical area that needs to be addressed.

5. I would suggest a little more involvement and research in placement of some of the particular students and their surroundings.

6. Improve grammar of these students in both writing and speaking.

7. It is impossible for the school to teach skills that must be learned at home. These basic skills are what the younger employees lack: self-discipline, motivation, and cooperation. Thanks.

8. I would like to see more participation in on-the-job training with local industry, banks, and insurance agencies.

9. This organization has hired four other co-op students.

C. **CIP 08 Marketing**

1. The time I need help is through lunch, not in the morning.

2. Incentive for students to work part-time jobs.

3. More emphasis on computer aided processes.

4. _____ County needs hairdressing/cosmetology in the vocational school.

5. Keep up the good work.

6. It is important that young people know how important it is to keep your job and to do the very best that you can do.

7. There has been an instructor change and the facilities and atmosphere have changed. There is an improvement. We are already seeing better, more knowledgeable, interested, and enthusiastic individuals with desire and hunger for work. Thanks so much and keep up the good work.

8. More contact with employer of students by vocational professional leaders, and follow-up. Better encouragement by parents of vocational students is needed.

9. An outline of scheduled student/employer evaluations for the year so students do not come up and say this must be

completed and signed today. Often I am out of town but could plan ahead. Overall the program is superb!! I had my first co-op student last year who was excellent. This year I have 3. It is a great program for both student and employer.

D. **CIP 12 Cosmetology**

1. Students are not educated to meet the employer-employee expectations realistically. Students are not prepared for the wages or the hours required to build a business successfully. Therefore, only a slight majority of students stay in the business.

2. We see a serious lack of math skills and personal commitment to job responsibility.

3. Include more education about supply cost, conservation, and inventory.

4. Thanks for asking me for an evaluation.

5. Cosmetologists should be taught the basics for older customers, not just younger clients. The girl that was employed is not working now.

6. The vocational students left with me usually did not stay but a week or two, and most showed no interest in working, especially without being paid.

E. **CIP 17 Health Science & Technology**

1. The market for certified nursing assistants is tremendous in the Cleveland area.

2. Students need to be geared toward long-term care. Most are looking for hospital work upon graduation.

3. We really need more Certified Nurse Technicians and could greatly benefit from working with the Vocational Center in training these students for these jobs.

4. In my opinion, clinical hours should be held in the a.m. for students in order to allow students to see the complete picture and apply their skills one-on-one.

5. They have worked excellently in the past but currently they do not have CNT/CNA class which would be a great help! We need more CNTs and would be glad to provide them with a clinical site. Let me know if we can help.

6. I suggest allocation of more funds for the pre-nursing programs. Thank you.

7. My contact person has never sent me a bad person. I am very satisfied with the program. Children need to be taught good manners which are not being taught at home. To say sir, please, and thank you. Communication skills are important, also basic math.

F. **CIP 20 Child Care**

1. Need cashier training at school.

2. I can't say enough about how well trained these students are. This program is wonderful and is an asset to child care facilities. I have been well pleased with those students that have had this training.

3. I have to tell you I am a graduate also, and it has prepared me for a very beneficial and profitable career.

G. **CIP 20 Food Management**

1. Emphasize responsibility, which a lot of the kids have more of to begin with.

H. **CIP 46 Plumbing & Pipefitting**

1. I think the vocational program is a great start for our young people.

I. **CIP 46 Building Trades**

1. This employee has good qualities including honesty, willingness to learn and work, interacts well with customers, and is sincere and humble. My disappointment would be in the area of his not having consistent basic math skills.

2. Implement a lumber grading program to teach high school students how to grade hardwood lumber. One can obtain a teacher through the National Hardwood Lumber Association of Memphis. I feel very little is being taught about entry-level jobs at a sawmill for high school students. These jobs pay good at an entry level, and one can advance to very good pay locally. I suggest lumber grading be taught at high school and at a technical vocational level after high school.

3. More money for updating equipment.

4. Basic skills of reading, writing, and math need to be concentrated on instead of subjects they will never use in the future. Prepare them for the real future and the basic skills they will need to even figure if their paychecks are right. The number of graduates that can't count money is very alarming. Start back in elementary school teaching these skills and keep teaching them rather than saying, "Tommy didn't understand that, but we're going on to another subject." After a couple of years, Tommy is so far behind he loses interest and becomes a problem student, a dropout, and then finally a welfare applicant. Find out early in life what interests the child and what they excel at. Not everyone is college or vocational material. Most are common folks that will work the basic jobs their parents worked. But they must learn the basic skills to support themselves and their families. If a father cuts timber for a living and the sons want to do the same, at least teach them how to figure how many feet of timber they cut and how much they will be paid. If they have no desire to learn algebra, then why try to bore them with the formulas? Why have them read the classics or learn words they can't even say. Teach common folk common things and if they desire more there are plenty of opportunities for them to continue. A person can go on but it's hard to start over when the learning stops.

J. **CIP 47 Heating & Air Conditioning**

1. The vocational school in our area has been good for our family. We think it is great for small town rural areas.

K. **CIP 47 Auto Mechanics**

1. Earlier introduction to real-time experience, i.e., more co-op programs. Get their feet wet quicker.

2. First let me say that I feel very fortunate to have hired two very bright graduates of the local vocational program. Our vocational system should take steps to strengthen the curriculum taught to these students so they can function in today's market and prosper in what has become a highly technical and competitive field.

3. Can't find anyone who wants to work.

4. We can't answer these questions on our experience. We think vocational education is great. The one that was our employee was not interested in learning or working.

It wouldn't be fair for us to answer these questions. It would be good if they could track diesel mechanics with auto mechanics. There are not many people in this area who know much about it. Thank you.

5. Electronic skills cannot be learned in four short years. Computers on cars are too advanced. Basic electronics knowledge is needed with a basic common knowledge of auto components.

6. Our employee was knowledgeable about what to do, but lacked the ability to use, or be familiar with many of the up-to-date tools. My only suggestion is to provide students in vocational classes more of the tools they would need on the job. That saves employees the time and gives us more of a reason to hire them. But as far as learning with what they have, I give the teachers and our employee an A-plus.

L. **CIP 48 Apparel Machine Mechanics**

1. Did not hire anyone new to payroll. Only one person came to learn skills from a vocational school.

M. **CIP 48 Machine Shop**

1. Need training for problem solving, systems approach, and work ethic. Need to be taught that continuous change and improvement is good.

2. The needs of our industry need to be what is taught in the school instead of out-dated machines and technology.

3. Carefully screening applicants is a must. Most of the young men we have worked have had some experience outside of school (at home, on the farm, etc.). These generally make the better employees. I feel the vocational system must become more "in depth" and expect more from their students. I feel too many are using this more as a means to graduate.

4. Vocational-technical training should focus on math and reading skills such as tech manuals as well as the particular discipline being taught. Also the programs taught should be based on industry needs.

5. It is my suggestion that the state become more involved with upgrading equipment in the labs. More joint funding projects with state, local, and industrial contributions could well be the answer.

N. **CIP 48 Graphic Arts**

1. I cannot evaluate the program because we have not had a need to utilize their services during recent years.

O. **CIP 48 Cabinet Making**

1. I do not think the local secondary program for vocational training is of great value. It seems to be an outlet for underachievers in the classroom to accumulate credits to graduate. There are exceptions but the standard seems to be disappointing.

P. **CIP 48 Drafting**

1. The young man in question is an excellent employee. The vocational training did not do a great deal to prepare him to work in a sign shop. He is a full-time employee now.

2. Your letter is a little vague. I have over 90 people reporting to me as a whole. It's difficult to find which person or persons this letter is referring to. My suggestion to you is to inclose name or names of persons needing info about. Sorry response is late.

3. Allow student to work part-time jobs without losing their grant money.

4. _____ High School Drafting Department needs to advance into the CAD 3D SOLIOS environment. CAD technology is moving this direction in industry and in colleges (both two- and four-year.)

Q. **CIP 48 Metals**

1. It is our belief that many vocational programs tend to put too much emphasis on the emerging technologies and should spend equal or more time on the basics of metal working, i.e., math, blueprint reading, gaging, and measuring equipment.

2. This vo-tech school needs a program to train those that would be working in the tourist/hospitality industry. Computer skills are very necessary.

3. Basic computer skills would be a plus in any classes provided by vo-tech. Computers are used more and more everyday in the workplace.

4. The local vocational schools are very cooperative and the students are good. The problem is lack of emphasis on technical training. Industry needs training in basic technical data such as instruments, blueprints, and shop math.

5. _____ County seems to be ahead of other vocational school classes.

6. The people involved in this school have been very dedicated to improving the program. We do see improvement in the school and an increased level of interest on behalf of students with goals in mind. Our feelings are that the students need not only the basics but also some hands-on activities to stimulate their curiosity and creative nature.

7. Continue to keep up with modern technologies, i.e., migwelding and press bending.

R. **CIP 99 General Co-Op**

1. I have better success with Kentucky applicants because they have health related training available in their secondary schools. There is need for CNA training in this area. We only retain approximately one-fourth of all hirees. They are unfamiliar with the job requirements and often state the work is "too hard". Motivation and work ethic are lacking.